DOCUMENT RESUME

ED 103 397 95 SP 009 004

AUTHOR	Shanks, Nena, Comp.
TITLE	Resource Directory: Some New Ways of Learning and Teaching.
INSTITUTION	Study Commission on Undergraduate Education and the Education of Teachers, Lincoln, Nebr.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	74
NOTE	63p.
AVAILABLE FROM	The Nebraska Curriculum Development Center, Andrews Hall, University of Nebraska, Lincoln, Nebraska 68508 ($1.00)
EDRS PRICE	MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS	Alternative Schools; Community Education; *Educational Change; *Program Descriptions; *Teacher Education; Urban Universities; Womens Studies
IDENTIFIERS	*Self Institutions

ABSTRACT

This catalog is intended to assist people reforming or "building their own" places for educating teachers in colleges, schools, and communities by providing a list of places to be contacted for assistance, models, or advice. It includes brief descriptions of experimental teacher education programs throughout the U.S. These programs are classified by state, and names and addresses are provided for obtaining additional material. There are also sections on "self-institutions"--black, chicano and Indian; on free schools and alternative public schools; on resources for women's studies programs; and on community education and metropolitan public colleges. (PB)

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RESOURCE DIRECTORY:

some new ways of learning and teaching

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compiled by Nena Shanks

Study Commission on Undergraduate Education

and the Education of Teachers

(Paul A. Olson, Director)

Lincoln, Nebraska
1974

SP 009 004

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Publication of this document at the University of Nebraska Printing and Duplicating Service was funded with a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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INTRODUCTION

The catalogue that follows is a tool. It is intended to assist people reforming or "building their own" places for educating teachers in college, school, and community by providing them with a list of places with which they might wish to get in contact to find assistance, a model, or a warning.

The book was written by Ms. Nena Shanks, a student staff member of the Study Commission who has had a consistent interest in education reform, art, and theatre. The organization of the book is intended to make it a more useful tool:

First, pages 1-21 are an alphabetical listing of teacher education and/or components where teachers and teachers-to-be work at learning generally and at learning to be teachers, followed by pages 22-27, a list of addresses of people and places which one might contact if he/she wishes to see or write to one of the programs listed. On pages 28-36 is a glossary of standard terms used in the catalogue with some attempts at a brief definition. Pages 37-42 contain a list of institutions which have a community base in Black, Chicano, and Indian communities, perhaps models for people building education and teacher educators in those communities. Listed on pages 43-44 are free schools which may be particularly interesting to alternative and reforming teacher educators and of organs of communication in the free and alternative school world. Section Six, pages 45-46, contains resources for community building and the building-up education which deals with sexism and sex role stereotypes. The programs described in the last section, pages 47-50, claim in a special way to be concerned with "community education" and also includes a listing of the fullest catalogue of discussions of community/citizen participation in education.

The catalogue was not put together in a "scientific" way. The process of gathering information for the catalogue involved correspondence with persons in various educational functions. At the direction of the SCUEET Agenda committee, the Study Commission sent to the chief academic offices of all institutions of higher education for which it had addresses, a "Study Commission Value Statement" setting down the Commission's basic education ideology. The statement, subscribed to by the full Commission, goes in part as follows:

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Teachers, in its definition, may include craftsmen, artists, paraprofessionals, people from science, business and industry, or from the world of religion and politics, who are asked to educate children in schools or in their places of work. It is clear that the present pattern of recruitment and education for teachers and of entry to the teaching profession often drives out of the profession the brightest candidates for teaching, the warmest people, the people most interested in educational change, and those interested in identifying with the community in which they work if it is not a middle class community. It also drives out the culture-bearing candidates in non-mainstream communities such as Sioux or New Mexico Spanish communities; and it may make women and members of minority groups feel that they are pretty much second class citizens. If we are to change this picture, the institutions educating teachers and introducing them to the profession must change.

A major function of education is to assist individuals in moving from childhood to adulthood as whole people: it should encourage a growing sense of self; it should give a person the ability to hold a job which allows him both to support himself and to feel that he is doing something worth doing; it should give him a capacity to understand and, to some degree, control the major physical and social forces affecting his life. Education should also enhance an individual's ability to express what he thinks and feels about the world through play and social games or through written and pictorial images of what the human enterprise is all about.

If education is a personal process which implies an acquisition of self-knowledge and of what is generally called abstract learning, it is also a social and political process. In education people organize themselves into groups and endeavor to communicate the skills necessary to the survival of their group. Hence the need to ask: (1) whether the education offered in school and college—particularly to those who are preparing to be teachers—is an appropriate education (as a means of preparing them for the community which they are entering); and (2) whether the community which they are entering, and for which education is preparing them, is a humane community. If it is not, the teachers should have some capacity and desire to change things. Since it is education's job both to foster learning and to develop people who can learn and work together, the goal of educating teachers who can foster individual development in the child and young person and the goal of finding and encouraging teachers who can foster social growth toward healthy community are probably equally important.

By a community, we mean a group which thinks of itself as a community having shared neighborhood or regional responsibilities and interests: a county, an educational service unit, a township, a major political or educational-political subdivision. By a community, we also mean a group tied together by a shared system of usages the boundaries of which may or may not coincide with a political subdivision: usages such as those identified with a language, dialect, ethnic tradition, religious tradition, custom, racial identity, expressive form, or pattern of family and precept for rearing children. It is probable that a community can function best if the political lines and lines of group custom do not violate each other egregiously and if the group which thinks of itself as a group is not divided by political or educational subdivision lines or essentially governed and told how to educate its children by groups which it perceives to be alien, having interests opposed to its interests.

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There is considerable evidence that in many parts of the country most teachers teach close to the institutions where they have been educated and "teach their own" people; there is also evidence that other groups have not been so well served by local institutions: e.g., most American Indian groups and many other distinguishable ethnic groups, white and non-white. [We need] teachers who are cosmopolitan in the sense that they are knowledgeable about many living and dead cultures and possess a significant range of skills in modern analytic disciplines, but [we also need] to educate teachers and develop schools which clearly represent the notion that the school is an ally of the child, his parents, and his immediate community. This may mean that the teacher-to-be will have to be educated to be tough-minded on occasion and capable of dealing with the politics of school change and with the unexpected.

Recent research in the social sciences suggests that, in general, the communities which are most supportive of intellectual and emotional growth in the young tend to be those in which the important groups to which the individual looks are small. They are groups in which youth and age, work and play, education and vocation are not neatly separated. In such communities, competition among the members is not the dominant reason for acting. No young person stands—or feels that he stands—alone. Indeed, such a supportive community in school and outside of school often seems to be basic to growth in knowledge and skills. If a young person is to feel that *he* belongs to a significant group, both the school and the community must have an authority structure which is not disrupted by, or made dependent on, outside authority structures.

Indeed, the range of personnel educated by the reformed programs will probably be as broad as the needs of the communities served. It is likely that the determination of what are the appropriate responsibilities and relationship among the responsibilities of the home, the family and of educational and community service groups will have to be explored. The colleges and universities should probably educate teachers to teach in specific communities and not for vaguely conceived general American communities.

The institution of higher education should follow its students into the communities which it serves to see how they are doing and reform its program on the basis of a continuing knowledge of how it affects its students when they become teachers.

Finally teachers may well serve best when they see themselves as serving their own people or, at least, serving a group with which they wish to remain long enough so that they have to see the consequences of their actions.

What future educational personnel will regard as appropriate places for assisting young people to learn, to work, to play, and to act, will largely depend on the range of experiences and the contexts which have been central to their education. If the teacher-to-be is to regard education as an enterprise which extends beyond the school door, his own intellectual, vocational, and social life at the college or institution of higher education ought to form a single continuum so that theory interprets practical experiences and so that this intellectual life does not stop when he goes to his living unit. In short, the education provided should be as open and

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many-sided as possible, and the institution which offers the education should answer to a fairly specific autonomous culture and its authority system.

A variety of ages and stages of growth should be present.

If the teacher-to-be is to learn to contribute to the personal growth of the child, he must possess himself some real knowledge and skills important to the young person and his community and be able to communicate them. The same may be said for the person who teaches teachers. This is not to say that the only knowledge worth communicating is knowledge which the student already wants to have; a teacher who teaches with a passion may well create the desire for knowledge where it has not previously existed in the student. He should expect that the students or members of this community will create the same desire in him.

It may well be that some of the most important theoretical knowledge which a teacher can acquire is knowledge about an area and how the human mind apprehends it: e.g., for example, many people feel that appropriate knowledge for teachers is knowledge about mathematics and how it is learned, such as that developed by Piaget in his work with the Bourbaki school; knowledge about language and how it develops in the individual, such as that discovered by Noam Chomsky and his school; knowledge about non-Western ways of thinking scientifically and how they affect the learning and lives of individuals, such as those developed by Claude Levi-Strauss. In some situations, the most important "abstract" knowledge to be provided teachers may be knowledge about dead cultures or about the history of non-Western cultures. These cultures, their history and how they educate children, have certainly been neglected in the curriculum for teachers:

> Teachers must understand the language, history, culture (even the ethno-science) groups of people [whose history did not always make them the conqueror]. We have failed to look at the mythology and culture of non-literate people and of non-white and non-English-speaking sections of the world. We have neglected to investigate and teach the history of Africa and Asia, and the history of the abuse of power in the white-dominated industrial sections of the world, particularly where people were made colonial subjects or slaves. We have not given due recognition to the work of modern anthropologists and sociologists which would give us some glimpse of the black and brown worlds, and the suffering and dignity of the wretched of the earth. Most of all, we have not asked the research activities in the disciplines which are supposed to help students understand their own times to present the language, *polis* and cultural life of the people who might be the students of teachers-to-be. (Don Davies, *The Education Professions*, 1968)

In many cases, we have neglected all but the narrowest sort of information about the educational process itself. In many a teacher's education, the history of education begins about 1850; it is confined to the United States or to Northern and Western Europe. The philosophy of education is confined to a few favored philosophers taught without rigor and without giving fundamental attention to epistemology. History,

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sociology, and anthropology tend to be taught as general education courses to all education and arts students and as courses which ignore a vast amount of significant information about how education forms a society; what the history of the family, childrearing and the education of children have been; what policies lead to what social consequences. And art and music are taught as frills for the cultured, not as fundamental modes through which people learn and create the social.

As Charles Silberman suggested:

> My main argument is that the study of education must be given a central place in the entire undergraduate period, and that it also be given a central place in the entire graduate curriculum.
>
> If the educationists are completely reformed, as I would like to see them, and nothing changes in the rest of the college or the university, we won't be able to succeed. I have suggested specific times when critics have been extremely unfair to schools of education. They write as though the entire preparation of the teachers consisted of professional courses, when in fact some three-quarters of their education is in the arts and sciences department. If there is a failure in teacher education, the failure lies with the liberal arts faculty as much as with the school of education. If we can get close cooperation between the education and the arts and sciences faculty, we can begin to deal with some of these problems.
>
> We need to stop thinking about this rigid separation between liberal and professional education. A course in psychology or history is both liberal and professional. "One thing distinguishing teacher education from education for other professions is that each course should be considered a course in education." How it is taught has a great deal to do with the prospective teacher's understanding of the nature of education. No man should be, or can be, considered well educated unless he has had the courage and has been stimulated to think seriously about education particularly his own education.

It is probable that present divisions between the disciplines, present methods of evaluating teachers in higher education and the schools, and present systems for credentialling teachers or managing the education of teachers in higher education and of children in the schools do not contribute to the goal of forming a decent teaching-learning community for teachers-to-be which can serve the greater community in the area.

If change in the education of elementary and secondary aged young people is to occur, the format of higher education and of the clinical schools where teachers-to-be are educated, will have to change. For instance, if small groups are likely to make a person feel that he counts for something and knows who he is, if they can give him the confidence that he can learn for himself, then the institutions in which individuals are educated to be teachers should be small institutions or institutions in which the significant learning or living-learning units are small cohesive groups. The school systems or alternative schools where teachers are trained should likewise be small.

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We recognize that most of the future teacher's pre-service education is non-professional; much of it occurs outside formal education. Any serious effort to improve the quality of the education of teachers must also address the non-professional and non-academic components of undergraduate work. How this is to be done may be suggested in some of the study documents of the Study Commission on Undergraduate Education and the Education of Teachers.

At the same time as this letter asking for self descriptions and self evaluations was sent, letters were sent to Deans of Arts and Science Colleges, to many Deans of Education, and to a range of School Administrators and community people. The letters proved useful in indicating what people saw as reflective of the Commission position. The "reflections" included:

1. complete community-based programs;
2. community-based programs in the Education section;
3. living-learning programs and cluster colleges using an interdisciplinary format;
4. competency-based efforts, some school-community based and some not
5. efforts in which the practicum site was a "community'school," a therapeutic school, or a special kind of learning space.

From this group, Ms. Shanks has selected what she thought most interesting. A few, very well-known schools which fit the definition are left out (e.g., University of Massachusetts at Amherst), as are a few schools which have been described before in well-known SCUEET publications (e.g., Institution for Open Education in Boston).

In addition, Ms. Shanks put together a sample list of schools which reflect efforts to do a special job of community-building, overcoming the effects in teacher education of sexism, racism and powerlessness. These are described on pages 37-50. Establishment institutions which are endeavoring to "deal with" these problems may profit a great deal from these mission-oriented institutions in building programs to remediate not the clients' defects but their own. New institutions will profit from getting together.

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A few further words of *caution.*

1. Anyone interested in competency-based teacher education may wish to heed the words of caution with respect to its theoretical limitations contained in Phyllis Hamilton's *Competency Based Teacher Education* (available Stanford Research Institute).

2. Persons wishing to encourage establishment institutions to use free schools, community schools and other "new form" institutions may in some sections of the country find resistance to "establishment use" of such centers. The Study Commission has a file of discouraging correspondence from the new institutions suggesting that local Schools of Education are not helping them in most cases, are often hostile in attitude, or are trying to run them out of business through the use of credentialling and accreditating tools which may be subject to legal challenge (cf. Study Commission Newsletter, May, 1974).

3. People wishing to develop Liberal Arts-Education works for teachers-to-be using cluster colleges and other experimental higher education vehicles may find that local "course-by-course" learning requirements make it impossible to use more advanced forms of Higher Education to prepare people to be educators of children and youth.

4. A student of education who wishes to profit from looking at a community-based or experimental institution may find that one or another listed here has changed, gone out of existence, or moved. That too is learning. The sorts of education about which we are talking here are still fragile and undersupported. The workers get tired when they have no money.

We hope that people will get in touch with each other and build up the edifice of a new form of teacher education by learning from each other. Write us if you have observation on more places. The catalogue is not exhaustive. We may add to it. Ms. Shanks took a wild, shapeless bundle of orrespondence and endeavored to make a tool of it. The catalogue makes no value judgments. We know that it has left out as much as it has put in. It will have served its purpose if it helps people to learn from each others' experiences of reform and motivation-building.

Paul A. Olson, Director
Study Commission on Undergraduate Education
and the Education of Teachers

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ACKNOWLEDGMENTS

Thanks to persons who provided information through letters, catalogues, bulletins, and reports to the Study Commission. Thanks to the Study Commission Directorate Staff, especially to Jan Pieper. And special thanks to Jeanne Bishop.

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ALABAMA

New College/University of Alabama–University

New College at the University of Alabama is an experimental college, with students working, living, and learning in a community service function with slow-learners in the Black Belt. The college stresses "an out-of-class learning experience of at least one semester's duration for academic credit for each student enrolled in the New College." New College also offers a Teaching Intern Program for students interested in entering college teaching after graduate school. *The program deals with the problem of the lack of education programs for college teaching by placing students in a semester-long program during which they intern with an advisor in their field of study. Participating professors are in fields including: English, social work, psychology, sociology, economics, marketing, and American studies.*

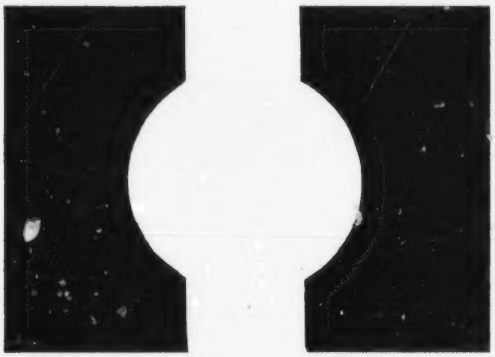
College of Education/University of South Alabama–Mobile

The College of Education of the University of South Alabama, through various programs, serves in-service teachers, deals with problems in desegregation, provides continuing guidance for disadvantaged students, and works with other colleges in the ***Consortium*** of Southern Colleges for Teacher Education towards ***competency-based teacher education.***

ALASKA

Sheldon Jackson College–Sitka

Sheldon Jackson College is a two-year institution which has established a ***teacher aide*** education program, and is engaged in a three-year academic extension program, which is designed to train more native teachers for native children. Professors are flown to the villages of Hoonah, Craig/Klawock, and Kake, Alaska for weekend classes once a month. Prospective teacher aides have assignments and receive supervision on the field between monthly classes.



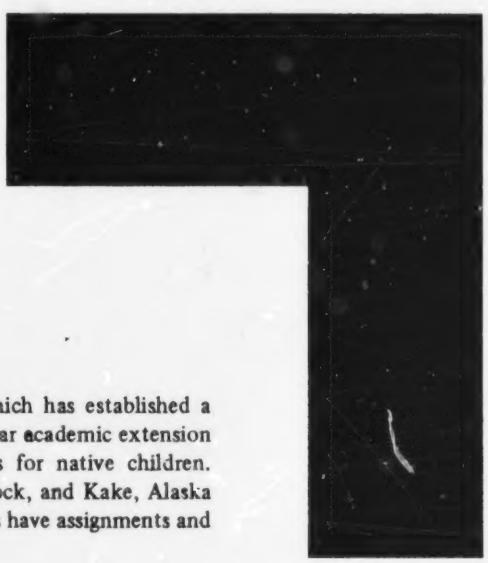
ARIZONA

Arizona State University–Tempe

Teacher education programs have been designed to prepare teachers for work in communities whose culture has traditionally been ignored in the education of their children.

Navajo Community College–Chinle

Navajo Community College is the first institution of higher education to be controlled by an Indian tribe. Indian students are given priority in admittance to the college. The college offers broad programs of study in Indian Studies and Navajo Studies which include history, art history, crafts, and psychology.



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CALIFORNIA

California State University–Chico

"The controlling objective of the Year-Long Field Center Teacher Preparation Program at California State University–Chico is to provide, with reasonable economy of time, cost and effort, the attitudes and competencies shown by research and experience to be possessed by the successful single subject or self-contained classroom teacher." The program is field-centered and involves participation by faculties of each department in the university, cooperating communities and school districts.

Los Angeles City College–Los Angeles

Los Angeles City College is a two-year ***community college*** with an extensive training program for ***paraprofessionals.*** Prospective teacher aides and counselor aides gain field experience through tutoring, observing, and assisting master teachers throughout their two years of study.

Universidad de Aztlan–Fresno

The Universidad de Aztlan is a low-cost college-without-walls designed to provide alternative higher education for Chicanos and Third World peoples in a five-county area. The school is not yet three years old and sees social action and innovative education as its primary function. Its goals in teacher education are to develop teachers who are committed to the community and not the school that employs them.

Azusa Pacific College–Azusa

Azusa Pacific College has been working with a program in particular school districts combining directed teaching and student work as teacher aides. Students work two hours a day in directed teaching, and the rest of the day as paid ***teacher aides.***

University of the Pacific–Stockton

In cooperation with the ***University Without Walls*** at University of the Pacific, Pacific's School of Education has contracted with The Center for Open Learning and Teaching for a special program to train teachers in supervised learning techniques in open classroom environments in Berkeley. Trainees are expected to develop competencies in: (a) evaluation of children's abilities and weaknesses, diagnosis of reading programs; (b) use of alternative methods of teaching mathematics and science; (c) development of curriculum to improve trainee skills in using community resources in planning; (d) use of games and gaming techniques to improve reasoning and learning skills in all areas; (e) use of local arts resources in developing skills for work with young people.

Callison College/University of the Pacific–Stockton

Callison College is an experimental ***cluster college*** where quality teaching is a continuing topic for discussion between faculty and students. Prospective teachers follow a somewhat traditional pattern towards credentialling, but the College's requirements of field projects in the local community and year-abroad study provide flexibility and development of cultural awareness in Callison's graduates.

California State University–Hayward

California State University at Hayward is committed to moving its teacher preparation programs away from the campus, and into field-based, community-involved programs in largely black, oriental, and chicano populated areas.

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California State University–Los Angeles

California State University at Los Angeles is an urban-focused institution whose services and teacher education program involve them in the problems of disadvantaged chicano and black communities. The school sponsors ***community-based*** work-study courses, on-site programs at local schools, and Project Maestro –a comprehensive program to attract and prepare disadvantaged Mexican-Americans for the teaching profession.

Chaffey College–Alta Loma

Chaffey College is a two-year community college, offering one course leading toward teacher training and a ***para-professional*** curriculum in teacher assisting.

Pacific College–Fresno

Pacific College maintains a sense of community which aids its teacher candidates in developing the self-image necessary for preparation to return to the multi-cultural community. The school actively recruits blacks, browns, and Indians; encourages students to develop their own plans of study; and maintains a close relationship with the schools of Fresno City and County.

James Graham Johnston College/University of Redlands–Redlands

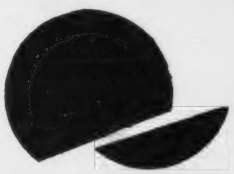
Johnston College has developed several teacher preparation programs which fulfill two basic functions: off-campus experiential education and community concept-building. The off-campus program, which is an integral part of study, permits students to spend anywhere from eight hours per year to a full calendar year off-campus. The program provides various experiences: vocational testing, cross-cultural exposure, community involvement, and vocational preparation. A student can be involved in classroom work from the freshman year on. A large percentage of Johnston College students is involved in activities of the Greater Redlands area through off-campus programs which aid community organizations and individuals.

University of California–San Diego

The main theme of the teacher education program at the University of California–San Diego is multicultural education. Students are required to take courses in minority language, literature, and community relations and problems. Students receive the equivalent of three credit courses for passing a proficiency test in Spanish. ***Interdisciplinary courses*** enable teacher candidates to tutor in specific areas at local elementary schools.

University of California–Santa Cruz

The University of California at Santa Cruz has a teacher education sequence of Preparation, Initial and Advanced Field Studies designed to encourage students to a continuing critical analysis of the nature, role, methods, and problems of contemporary schooling. Ideally, undergraduate assistants progress from initial field study through advanced course work beginning with tutoring, developing and using special skills in working with progressively larger (and larger) groups; developing skills such as administrative duties and curriculum development; and, finally, presenting student assistant-prepared materials to the entire class. The university has also developed a bilingual, bicultural teacher education program in response to the needs of high numbers of children of Mexican-American migrant farm workers.



University of California–Davis

The University of California–Davis bases its teacher education programs on the idea that preparation of teachers is an inter-departmental concern. Many methods courses in secondary school teaching are taught by faculty in undergraduate departments. The Department of Education sponsors a bilingual-bicultural program in cooperation with the Mexican-American Studies Committee, and places many of its student teachers and intern teachers in rural and urban ghetto schools where they can obtain the experience necessary for competent teaching in those settings.

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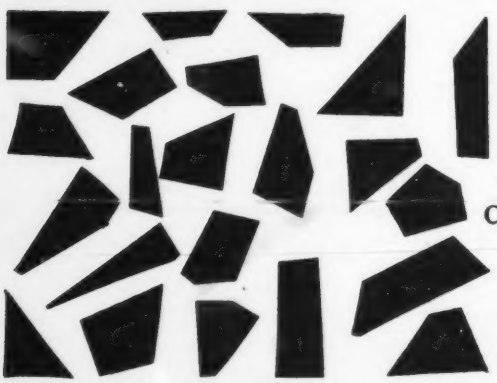
Teacher Corps/Southern Colorado State College —Pueblo

The seventh-cycle Teacher Corps project of Southern Colorado State College is creating solutions to teacher education problems. The project works in six elementary schools in Pueblo; features a cross-cultural component for all participants; assists the community to participate in educational decision making through a community-based component; operates a two-year, undergraduate, field and competency-based intern training program; features a career ladder component with programs from the high school to the doctorate level which involve six colleges; maintains a communications component to build open communications among all participants; and coordinates all its activities through a ***Portal School*** Plan.



COLORADO

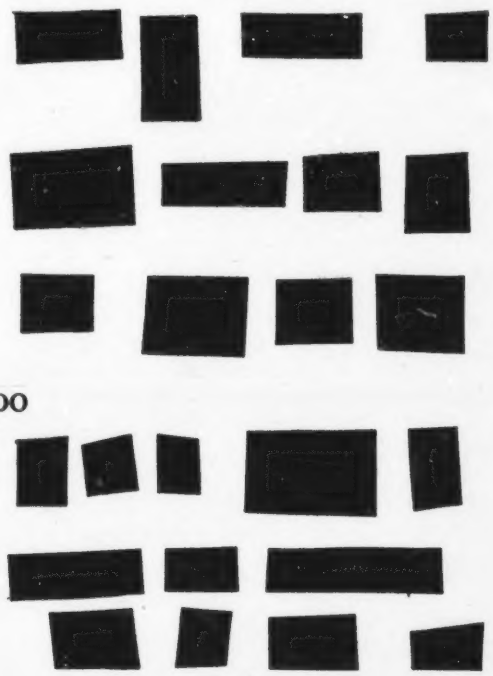
University of Northern Colorado—Greeley

The University of Northern Colorado College of Education offers two particularly forward-looking programs, one field-based; the other competency-based.

One of these is the Experimental Teacher Education Program (ETEP). All courses are performance-oriented. From the first quarter of their freshman year through their sophomore year, students work in schools (rural, suburban, and inner city; elementary, junior and senior high schools) and work also with all ethnic groups. The students spend their junior (professional) year on campus developing media materials and being video taped as they practice teach their own materials. Students do traditional student teaching during their senior year.

Loretto Heights College—Denver

Loretto Heights College has a strong program in Teacher Education with the intent of providing field-oriented experiences which begin in the freshman year and lead to intensive internships in the senior year. Students work in the inner city and attain an awareness of the community power structure. The college has also developed a Behavioral Science Program with the option of elementary teacher certification.



The University of Northern Colorado's School of Special Education is in the beginning phases of a five-year effort to improve its professional preparation of special education personnel by focusing on the competencies needed by persons working in the diverse fields of special education. The program will identify and develop in students those competencies which are responsive to current and future demands in all areas of training and educating handicapped students. The program will also identify and develop in students those competencies which are related to implementing new modes of delivering direct services (referral, educational therapy, consultation services, etc.) to handicapped students.

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CONNECTICUT

Eastern Connecticut State College–Willimantic

Eastern Connecticut State College is experimenting with several programs in an effort to improve teacher education: (1) a conscious effort to break down barriers between liberal arts and professional studies–adoption of the policy of hiring liberal arts professors into the teacher education program and encouraging teacher-trainers to teach in liberal arts fields; (2) the encouragement of intermixing of elementary, high school, and college personnel in the laboratory school; (3) *deliberate mixing of grade levels (fourth graders and college students);* (4) development of ***intern programs*** in several area schools; (5) language, special admissions, and other programs for minority students; (6) consortial arrangements with area schools and colleges.

University of Hartford–Hartford

The University of Hartford offers several intensive, innovative pre-bachelor's and pre-service teacher preparation programs. The "Professional Year in Hartford" is particularly directed towards improving education of urban teachers. The program provides students with an integrated academic-experiential program through placement of all third-year Elementary Education majors into one of four inner-city Hartford Public Schools, where they work full-time for a full academic year under intense, joint supervision of an on-site University faculty member and Hartford Public School personnel. The Cycle VII ***Teacher Corps*** program is aiding the University of Hartford in the development of ***competency-based*** field-centered teacher education programs in Early Childhood, bilingual and multicultural pre-service training.

FLORIDA

University of South Florida–Tampa

The University of South Florida has instituted a two-year supervised ***internship*** program for elementary education majors. Faculty teams support the program and function much like small communities to deal with the formal and academic problems which arise from time to time.

Florida Technological University–Orlando

Florida Technological University blends theory and practice in its three-phase teacher education program. In the first phase, students gain insight to the nature of teaching through analysis of human interaction and socio-anthropological variables in classroom behavior, construction of a teaching module, and self-analysis of videotaped presentations. In the second phase, elementary education majors spend morning sessions for two quarters, and secondary majors spend half-a-day sessions for one quarter, in ***Teacher Education Centers,*** public schools where students can expand their teaching field knowledge. Finally, senior-year students spend the major portion of their time in a public school classroom under the direction of a supervising teacher.

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HAWAII

University of Hawaii–Honolulu

The University of Hawaii is trying to meet the problem of educating the state's educationally-handicapped children–predominantly Hawaiian, part-Hawaiian, Portuguese, Filipino, Samoan, and other non-Caucasian mixtures–by placing prospective teachers in an environment which is culturally different from the middle-class system. Students can thus learn about the living conditions and cultures of minority students before they impose their own middle-class values on minority children. Students enrolled in a year-long academic program are expected to live, do course-work, student teach, and become involved with local community agencies in the area to which they are assigned.

IDAHO

Boise State College–Boise

In cooperation with the Boise Independent School District, the Department of Teacher Education at Boise State College has established an alternative to the traditional student teaching sequence in the form of a Career Lattice Program. The program provides an opportunity for students to be employed as ***teacher aides*** in the schools with a culminating activity of student teaching in the senior year.

ILLINOIS

Malcolm X College–Chicago

Malcolm X College is dedicated to continuing reform and preparation of black students and teachers who are aware of the needs for, and who are committed to making positive efforts towards, social change. Some of the college's programs: (1) Urban Teacher Education Program (cooperative with the University of Massachusetts) which confers a Bachelor of Science degree in Elementary Education; (2) cooperative with the University of Illinois at Chicago Circle which is open to all high school graduates who wish to take the majority of courses at Malcolm X College and continue their studies at the University of Illinois until completion of requirements for the Bachelor of Science degree; (3) **Academic Action**: *a federally-funded program designed primarily to provide practical experience in Community Justice,* **Community Education**, *and Community Health to students who are intent on careers in these fields.*

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Elmhurst College–Elmhurst

Elmhurst College has developed a teacher education program which is designed to solve the problem of college students' lack of preparation for the routine operation of schools and the adverse effects on their attitudes by this exposure. Work experience (at least 2½ hours a week in public school classrooms) is part of the Elementary Principles and Procedures and Elementary Social Studies courses.

Western Illinois University–Macomb

The College of Education at Western Illinois University tries to meet individual needs by scheduling modular segments of basic courses which offer students choices in the area(s) of most need and interest to them. The modules contain off-campus experience which may be individually tailored. Non-traditional forms–for example, ethnic group living situations–are encouraged. Student teaching has also been adapted so that students may live, work, and study within a broad geographical area. The College is attempting to move throughout the state with zonal renewal centers to get closer to the communities. Currently, ***student teaching*** coordinators live in the area in which they coordinate.

Rebecca Crown Center/Northwestern University –Evanston

The Center for the Teaching Professions at Northwestern University has a campus-wide function of improving teacher education. Northwestern's School of Education works as a partner with the Center in several areas: (1) providing opportunities for majors in any discipline to prepare for teaching careers; (2) making joint-appointments with Arts and Science and Education faculty; (3) operating an undergraduate tutorial-clinical program of teacher preparation in which less than 20 per cent of the class work is taken in the School of Education.

Illinois State University–Normal

Illinois State University has completely reorganized its professional sequences for preparation of teachers. The secondary school teacher program is competency- or proficiency-oriented–the new sequences are an attempt to develop functional skills among prospective teachers so that they can perform skillfully with children of various socioeconomic and ethnic backgrounds. The elementary school teacher sequence is multidisciplinary. It is organized through three different types of ***practicum experiences*** in on-site situations involving a rural setting, a medium-sized town, and an urban setting.

Central YMCA Community College–Chicago

The Central YMCA ***Community College,*** committed to a significant change of conditions in education in Chicago, has developed several programs in ***Community Education*** and Experiential Education. The college, which services a broad cultural group–including blacks, Latins, Native Americans, and international students–offers programs which provide for ***practicum-time*** spent in educational experiences outside the class.

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University of Chicago–Chicago

The Department of Geography has made it possible for its undergraduate majors to choose from a wide range of variants in which key choices within geography are grouped with selections made outside the field. One of the variants is preparation for elementary school teaching. The training program draws upon the resources of all departments of the university.

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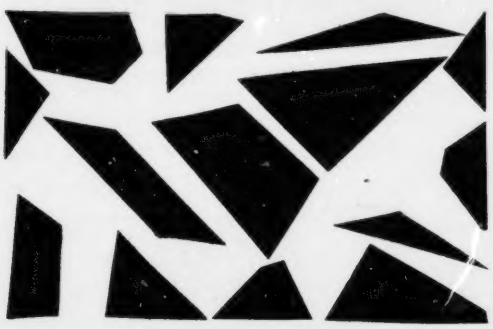
INDIANA

Saint Francis College–Fort Wayne

Saint Francis College has inaugurated a three-phase Teacher Education Experience Program which provides for a student to make an early, valid assessment of the realities of teaching. In the first phase (second semester of the freshman year), students are exposed to career opportunities in teaching, demonstration teaching, microteaching, systematic observation, and other teacher-related activities through elementary and secondary students, teachers, and other professionals who are brought to the campus. During the second phase (first semester of the sophomore year), students spend half-time in the formal educational setting and the other half in advisor-sponsored seminars. The third phase (second semester of the sophomore year) is a semester of teaching activities that is totally experienced in the field setting.

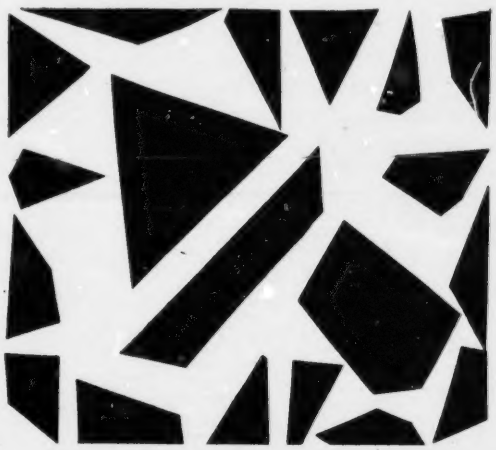


Indiana University–Bloomington

The Indiana University Division of Teacher Education has developed a flexible and ***individualized*** program which trains teachers to work in non-traditional as well as traditional settings and to understand students with diverse backgrounds and needs. Some of the projects are student teaching on Indian Reservations and in Spanish-speaking communities, field experiences in alternative and experimental public schools, two semesters of field experience in three Indianapolis public high schools, and four Bloomington elementary schools.

Goshen College–Goshen

*Goshen College is actively involved in preparing competent teachers who are sensitive to cultural, socio-economic, and national differences. Its program of continuous laboratory experience in cross-cultural settings for prospective teachers includes: (1) pre-college and freshman counseling; (2) September School Experience done at the beginning of the sophomore or junior year; (3) sophomore field work; (4) junior field work; and (5) Study-Service Trimester abroad, which is a fourteen-week off-campus laboratory experience spent in work projects in approved, unsalaried, **Peace-Corps-like jobs.***



Indiana State University–Terre Haute

Indiana State University is trying to prepare its student teachers for handling the new methods and innovative approaches which secondary schools are developing. Students can ***intern*** at: Nova High School, an experimental school in Ft. Lauderdale, Florida where pupils learn at their own rate; Broad Ripple High School in Indianapolis, where ***student teachers*** have their own ***Learning Center*** and spend their entire student teaching semester; or at Arthur Campbell School, a public, accredited institution for boys aged 15 and older who have committed a felony and have been sentenced to the Indiana Youth Center.

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IOWA

University of Northern Iowa–Cedar Falls

Perceptual Reality-Oriented Basic Education (PROBE) is a three and one-half semester teacher education program–one of two recently developed programs at the University of Northern Iowa. It was designed under the belief that authenticity is the quality which gives shape and substance to one's teaching. The program features field experience during each semester; a proseminar built around student members' discussion about their field experiences; inquiry groups initiated by students who want to pursue personal concerns about concepts and competencies; and independent study, which serves to complement the inquiry group.

University of Iowa–Iowa City

The University of Iowa has instituted several programs in teacher education which are designed to give students more ***practicum experience*** in the classroom. One of these new programs–part of an Ed. S. program for the preparation of ***Community College*** teachers–provides for extended internships in community colleges throughout the country. Another program, instituted by the faculty of education, provides sophomore experience in the public schools for each student.

KANSAS

Kansas State College of Pittsburg–Pittsburg

The teacher education program at Kansas State College of Pittsburg has moved significantly toward a field-based program which includes early laboratory experiences in the public schools at the sophomore level, and a full semester off-campus in the public schools for Supervised Teaching and related course work and experiences in the public schools.

Kansas State University–Manhattan

The College of Education at Kansas State University–in cooperation with a consortium including the public schools of Manhattan, Junction City, Salina and Clay Center–has instituted a ***Teacher Corps*** program to answer the need for knowledgeable and competent teachers. The program is divided into two parts–preservice and inservice. Preservice corps members concentrate on language learning, reading, and the diagnostic and teaching strategies considered essential for working with impoverished youth. Formal study is enhanced by simulated classroom situations, ***competency-based*** instructional ***modules, micro-teaching*** observations, actual classroom experiences, and field projects in the ***portal school*** communities. The inservice program for corps members places heavy emphasis upon the development of skills and competencies through classroom ***internships.***

Wichita State University–Wichita

Wichita State University's College of Education has developed several programs which (1) benefit the community, and (2) broaden the experience of its students.

*One of these is the Wichita Community Education Center which is jointly-operated by WSU and the Wichita Public Schools. The Center houses both public and University offices which function as community services and do research in experimental learning. The Greater Wichita Reading Service Center–which is operational 12 months a year, provides classroom teachers with instructional and consultative services, and offers remedial reading instruction to any Wichita area resident above third grade–provides preparation for future teachers, tutors, and **paraprofessionals** in the use of the techniques and methods employed in reading instruction.*

The College has also developed a program to prepare students for teaching in urban classrooms. Students are required to engage in laboratory work in the community and to serve as ***teacher aides*** in an urban school. Students keep journals of all their "lab" experiences.

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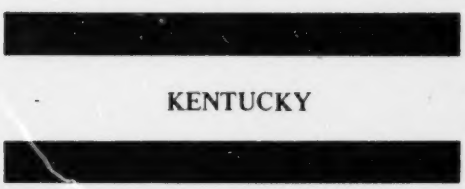
Kansas State Teachers College–Emporia

At Kansas State Teachers College, Emporia, Kansas, performance-based teacher education is being planned, implemented, and tested in conjunction with the development of Portal Schools. The Portal School concept represents a means of bringing together two major institutions with the support of teacher associations, the State Department of Education and local communities to benefit everyone. . . . With the assistance of a sixth-cycle Teacher Corps project at Kansas State Teachers College, a Performance-based teacher education program that emphasizes field-based training is being developed and piloted with 30 graduate interns in secondary teacher education. The schools served are in small rural unified districts in eastern Kansas.

–Roger Pankratz, Director
KSTC Teacher Corps Project



University of Kentucky–Lexington

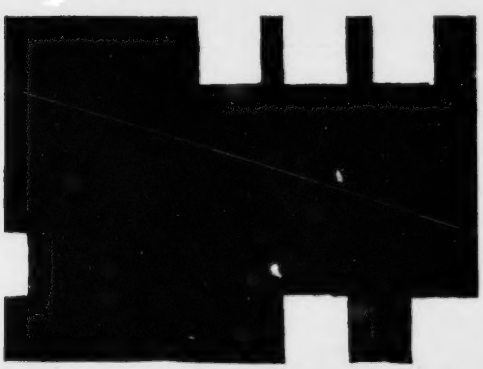
The University of Kentucky College of Education has developed a range of activities which are designed to bring its students into close contact with low-income communities. The College participates in the ***University-Year-in-Action*** program and its interns work in small learning centers in Louisville and Lexington communities. The ***Teacher Corps*** works in rural areas through a system similar to the urban learning centers.

University of Kentucky–Lexington
University of Louisville–Louisville
Louisville Urban Education Center

The ***Louisville Urban Education Center*** experiments in ***inter-institutional co-operation*** between institutions with diverse missions–Louisville Public Schools, University of Kentucky's College of Education and the University of Louisville's School of Education. The center does not operate, maintain or control specific programs; instead it facilitates educational development by pooling the resources of the three sponsoring institutions. The universities desire field sites for professional preparation programs while the school district needs assistance in its staff development programs. The center attempts to locate resources with which to create solutions mutually benefitting its clients. Three basic strategies used in the processes are: (1) simple facilitation of communication between persons, (2) logistical or manpower support (to serve this function the center employs a staff of ***student interns***), (3) conduction of a project by the center itself in order to assure its completion.

Kentucky Wesleyan College–Owensboro

Kentucky Wesleyan College is a small college surrounded by two relatively large public school systems. This location provides the college's teacher-trainees an opportunity for on-site ***practicum experience*** which might not otherwise be available. All students in methods courses are placed in the public schools, where they spend half of their regular class time working as teacher aides, tutors, and observers.



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MAINE

Colby College–Waterville

Colby College has instituted an ***individually-designed,*** interdepartmental, field-based teacher education program. Each student selects her (his) own program of studies and curricula. Many of the courses required for certification are taught by specialists in their discipline. Field experience is a major part of the professional preparation program. The student is exposed to elementary, junior, and senior high school teaching and learning from the beginning of her (his) sophomore year through her (his) senior year.

University of Maine–Portland/Gorham

The Cooperative Teacher Education Program, a project run jointly by the University of Maine-Portland/Gorham and the Kennebunk & Kennebunkport School Administrative District, seeks to have teacher trainees actively involved in their own learning and activity blending educational theory with educational practice through a full year's experience in selected classrooms of the Kennebunk & Kennebunkport Public Schools. The university trainee is assigned to a selected classroom teacher, who serves as his tutor. Every week university faculty come to the school to give theory and background information to the trainee, who, in turn, puts the information to immediate use in the classroom under the guidance of his tutor.

MARYLAND

University of Maryland Baltimore County (UMBC)–Baltimore

UMBC has implemented a teacher-education program which is field-oriented and ***competency-based.*** Students learn from a productive blend of major studies, general education, professional work, and continuous involvement with youngsters and community groups. Their evaluation is competency-based, moving towards elimination of formal courses while students study, act, demonstrate and perform in a variety of field settings.

MASSACHUSETTS

Institute for Learning and Teaching/University of Massachusetts–Boston

The Institute for Learning and Teaching is concerned with serving, training, and working in cooperation with all the forces that make up the educational life of Boston. The Institute's Alternative Training Service runs short-term, in-service

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training programs that concentrate on fairly specific skills–for example, a conversational Spanish course for English-speaking teachers of Spanish-speaking students. The Institute provides consultant-trainers to Boston's new open space schools. The consultant-trainers assist teachers, administrators and a cadre from the Staff Development Department of the Boston Public Schools in developing skills to carry out their work. One of the Institute's services to the university is the maintenance of the Sociology and Urban Social Service Program (SUSS), which is designed to give students experience in agencies where they have direct contact with individual children and experience with working at different levels in child-serving agencies.

MICHIGAN

Oakland University–Rochester

Oakland University has instituted several innovations in teacher education. The Teacher Education program places emphasis on: (1) interdepartmental construction of curriculum; (2) classroom and field experience; (3) ***modularization*** to permit students to progress at their own rates; (4) competency testing. *An Early Childhood Project–which involves university faculty, student interns, and community people–provides students majoring in elementary education an opportunity to specialize.* The ***Community-Based Education*** Program gives student interns a chance to understand the local community thoroughly. The schools and the community are interdependent; and much of the responsibility for communication between the two rests on teachers who have been educated in community relations and who participate in community activities.

Hope College–Holland

Hope College tries to offer its teaching-bound students a broad range of field experiences. The teacher preparation program provides for ***practicum-classroom experience*** beginning in the sophomore year. Students have the opportunity to student teach in various cultural and ethnic settings. The college sponsors the Philadelphia Urban Semester along with other more localized efforts to place students in specific cultural and ethnic settings.

MINNESOTA

St. Mary's College–Winona

St. Mary's College views professional education as one tool of human development facilitation, and has re-structured its divisional alignments to place professional education in a Division of Human Development. Teacher education takes place off campus–in ***living/learning*** settings and in a basic seminar that draws its group advisors from the community–as well as in the traditional setting.

University of Minnesota–Duluth

The Department of Elementary Education at the University of Minnesota at Duluth has taken several steps to increase the quality of teachers they prepare. One of these steps is the adoption of a somewhat limited, selective admissions program which is based on such factors as a competency-type achievement test, grade-point average, experience record with children or young adults, biographical history and references. Another step is an attempt to introduce students earlier than usual to elementary classroom experiences of an observational-participatory nature. This provides for an optional opportunity during the freshman or sophomore year, and such increasing involvement from the junior year to the professional quarter that students are mature enough to assume immediate responsibility for directing the learning activities of children.

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University of Minnesota–Morris

The University of Minnesota/Morris has developed a "participating" or involvement-type program for the preparation of secondary education teachers. Students enter the program as college juniors and begin a series of sequenced units as well as a ***teacher-aide***/tutor program in local high schools. They are involved in an ***intern***-type ***student teaching*** experience during the senior year. Some other features of the program: (1) nine-student seminar groups and independent study; (2) extensive ***micro-teaching*** and peer teaching; (3) elimination of traditional teacher education courses and substitution of a sequenced series of experiences considered essential in developing the personal characteristics, knowledge and skill necessary for teaching in today's junior and senior high schools.

Moorehead State College–Moorehead

The Professional Fourth Year (PFY) at Moorehead State College, an elementary teacher education program, is an integrated process that provides for continuous interaction between theory and practice and continuous interaction between on-campus and off-campus learning experiences. The PFY combines: (1) on-campus learning of psychological, educational, and sociological concepts, with (2) off-campus teaching experiences in public school classrooms for the entire year. The program utilizes ***modular*** scheduling, ***team teaching***, and alternate learning/teaching locales.

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MISSISSIPPI

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Mississippi State University–State College

Mississippi State University's College of Education has instituted a three-phase undergraduate reading program in which students learn how to teach reading diagnostically through ***practicum*** training. Phase I familiarizes students with the basic skills sequence that must be taught in conjunction with a developmental reading program. In Phase II students learn how to implement diagnostic teaching and how to properly use appropriate materials in a diagnostically-oriented reading program. During Phase III students observe in schools administering diagnostics, formulate an instructional program, and finally, teach reading skills to children under supervision of university faculty.

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MISSOURI

Westminster College–Fulton

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Westminster trains teachers for work in alternative educational settings through an alternative teacher education program–two University-Without-Walls projects, one in Berkeley, California and the other in Tahlequah, Oklahoma. Berkeley students have participated in the establishment and operation of free schools. Another student started a free school for high school dropouts in St. Joseph, Missouri. In Tahlequah interest lies in creating viable alternatives in education for Native Americans.

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MONTANA

Carroll College–Helena

The total design of the ***practicum experience*** at Carroll College is that the student might grow into teaching. Students spend six hours per week in a cooperating school for each semester of the junior year, and half of each school day in a cooperating school for the entire senior year. The students are expected to develop certain competencies for teaching–each person develops at his own rate until the culminating week, which occurs whenever the students, cooperating teacher, college supervisor and principal agree he has achieved the competencies essential to being a teacher.

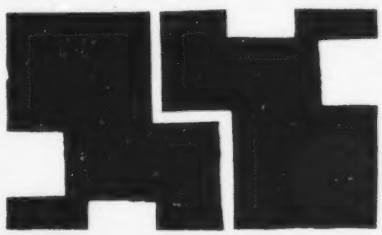
Eastern Montana College–Billings

The Seventh Cycle ***Teacher Corps*** project includes a ***community-based education*** component that is centered in rural communities–particularly reservations. The project recruits ***interns*** with the intent of putting together a group which reflects the population of the local schools. Twenty-six of 38 1972-74 interns are either Native American (20), Mexican-American (5), or black (1).

NEBRASKA

University of Nebraska/Lincoln

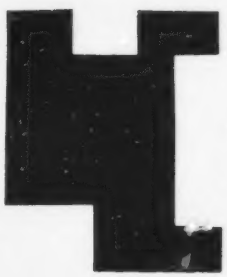
The Teacher's College at the University of Nebraska/Lincoln has initiated a course which provides sophomores and juniors on-site ***field-experience*** before student teaching. The course, Pre-Step, is an answer to the problem of seniors who discover they don't want to teach only after having begun student teaching.



NEW JERSEY

Glassboro State College–Glassboro

In an effort to improve teacher education, Glassboro State College and the Camden City School System have joined forces in a ***Teacher Corps*** project which enables the two institutions to design and test innovative educational concepts. Thirty-five interns are assigned to the Bonsall Elementary School, where they are completing the last two years of their teacher training. The ***internship*** emphasizes an individually guided program of college studies within a field-oriented, competency-based framework.



NEW MEXICO

New Mexico Highlands University–Las Vegas

New Mexico Highlands University has been in the process of restructuring itself and its departments. The institution's primary intention is to specialize in the preparation of educational personnel for Chicano and Indian children, with the possibility–through a Teacher Corps project–of moving much of the preparation program to the community.

NEW YORK

State University College at Fredonia–Fredonia

The college offers a summer workshop for teachers of migrant and other deprived children in an attempt to improve the education of such children in New York. The workshop participants, who are recruited from school districts known to have true migrants, are given the opportunity to gain knowledge and special skills for dealing with migrant children.

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Hunter College of the City University of New York–New York City

Hunter College has experimented with three major programs which include elements of ***culture-based*** approaches serving low-income clientele. *The most important of these is the TTT program (Training Teachers of Teachers), which seeks to promote retraining of training personnel (college, public schools, community) by involving them in planning and operation of an experimental teacher education program that recruits its students from minority ethnic groups in low-income areas and builds its program around radically restructured work in liberal arts and professional studies.* Another program, the Parallel Program in Elementary Education, concentrates most of the work for education in one year, and bases all of the work in a single school so that prospective teachers can combine field experience with study of theory. The Professional Semester in Secondary Education concentrates most of the work in education in a single semester which combines observation, tutoring, and student teaching in a single semester, thus providing for field experience.

C. W. Post Center/Long Island University-Greenvale

In cooperation with a local school system the C. W. Post Center at Long Island University has instituted a program conducted for secondary education majors. Students complete three foundation courses before participation in the program. In the cooperating school they take two ***methods courses*** and the *Student Teaching and Seminar*, which provide for students to work three full days each week in the schools and to spend the other two days working in class and doing student teaching.

Richmond College of the City University of New York–Staten Island

The Division of Professional Studies at Richmond College structures its program around extended field experience. Students work as ***teachers assistants*** during the junior year.

NORTH CAROLINA

Appalachian State University–Boone

Appalachian State University has made several efforts aimed at reform in the undergraduate education of teachers. Three of the programs which have developed from these efforts: (1) the Appalachian Training Complex is an institution which has as its primary purpose the improvement of education for children in the Northwest region of North Carolina through the stimulation of new and better ways of training and retraining educational personnel. Schools in the region are used as educational laboratories in place of the college campus. (2) the Lighthouse Project is operated within the Valle Crucis Elementary School. The instructional program is now completely personalized. The Appalachian Training Complex trains in-service teachers in individualizing instruction at the school. (3) the College of Education Internship Program conducts on-site *internship* programs of varying lengths of time in public schools, state institutions, and community agencies.

NORTH DAKOTA

Center for Teaching and Learning/University of North Dakota–Grand Forks

The Center for Teaching and Learning integrates academic disciplines, elements of the non-university community, arts and

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science faculty, and professional teacher educators into a single, unified body consciously involved in the preparation of teachers. Center-sponsored programs provide for: (1) development of competent and informed pre-service and in-service teachers through the availability of a wide variety of learning activities, and (2) opportunities for development of ***individualized study*** programs. The programs are an answer to the problems created when subjects are taught and studied in isolation from other subjects.

OHIO

Malone College–Canton

The Malone College teacher education program, developed with the cooperation of public school personnel, provides a training laboratory for students and increased resources for the public schools. From the beginning of the sophomore year, teacher education students engage in a series of experiences in the school setting. Students are volunteer ***teacher aides*** rather than "observers." These experiences culminate in the ***student teaching*** term during the senior year.

Wittenburg University–Springfield

Wittenburg University has been making an attempt to involve the future teacher in some type of laboratory experience before ***student teaching.*** An instructional aide program, jointly sponsored by the Wittenburg Education Department and the Springfield Schools, provides a direct opportunity for students to become actively involved in some instruction prior to the student teaching. Students enrolled in the Wittenburg Educational Block Program gain an opportunity to practice certain skills by working as tutors and ***teacher aides*** in elementary school classrooms.

Ohio State University–Columbus

Ohio State University has been attempting to design teacher preparation programs which closely parallel the natural phenomena of school environments. The Urban Teacher Education Program, which is a collaborative effort between the College of Education and the Cleveland Board of Education, provides for sophomore students to work in inner city elementary schools as University Teaching Assistants. The English Education Inner-City Program–which brings together teachers, students, and children from diverse socio-economic and racial backgrounds–is designed to: (1) develop new English programs in schools, and (2) develop new patterns of instruction in teacher preparation which include continuous experiences with children of different socio-economic backgrounds.

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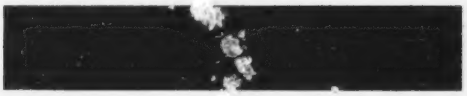

OKLAHOMA

Southwestern State College–Weatherford

Southwestern State College has had an extensive summer program in Indian Teacher Education.

OREGON

University of Oregon–Eugene

The University of Oregon has operated several programs which focus on field-based teacher preparation. Two of these programs are: (1) a ***Teacher Corps*** Corrections Program, and, (2) a cooperative urban teacher education program. The Teacher Corps Corrections Program is designed to prepare teachers for work in correctional institutions or in public schools which have a high number of potential juvenile delinquents. Students (undergraduates) spend one year in a city public high school and one year in a state-operated correctional institution. The cooperative urban teacher education program provides for prospective teachers to live in and become involved with the community in which they are assigned to work.

University of Pennsylvania–Philadelphia

The University of Pennsylvania is instituting a BA/MS program in undergraduate secondary teacher preparation. The combined degree can be completed in four years. Students have contact with secondary school students and classroom situations early in the undergraduate career through: (1) university-related volunteer agencies, and (2) field study included in the general undergraduate education course. The program culminates in an intern semester. Some of the ***internships*** are paid positions.

PENNSYLVANIA

Duquesne University–Pittsburg

Since 1960, Duquesne University has been committed to studying, developing, and implementing models of undergraduate education concerned with inner-city populations with low-income clientele and with the ethnic groups represented in the community. The university has been involved in inner-city schools with many experiential curricula. All teacher trainees are exposed to organizations attuned to meeting the needs of culturally-disadvantaged black children and children from lower economic strata.

SOUTH DAKOTA

University of South Dakota–Vermillion

The School of Education at the University of South Dakota has reorganized itself from departmental units into ten ***interdisciplinary*** developmental teams which reflect continued intent to maintain a creative organization which will provide innovative solutions to educational problems and which will be productive in terms of preparing personnel, conducting research, and providing service along unified lines with a "total system" approach. Many

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of the teams' projects are still in the planning stages. Some goals: (1) teacher education programs which are ***competency-based*** and include field-based centers as integral components, (2) coordination of Indian-related educational programs being conducted in the School of Education, and (3) procedures established with academic departments offering teaching majors for the development of competency-based programs including on-campus and off-campus ***modules.***

Dakota State College–Madison

Dakota State College has been involved in several programs which are designed to produce better teachers, improve the skills of in-service teachers and ***teacher aides,*** and broaden students' scope by developing an Indian Studies program. Laboratory experiences for teacher trainees begin in the junior year. The college is a center for training in-service teachers in the use of the Individually-Guided Education system (IGE). Teachers gain skills in determining individual children's needs and in prescribing ways in which to meet each child's needs. Three new courses in Indian Studies at Dakota State College are: (1) Contemporary American Indian Affairs, (2) Modern Indian Psychology, and (3) Native American History. The college has also assisted the Flandreau Indian School with programs to improve and develop their non-certified personnel.

TEXAS

Texas A & I University–Kingsville

Texas A & I University has developed several teacher education programs that basically are community-***service-oriented.*** *The Texas A & I University Summer Migrant Institute is conducted every summer for teachers, classroom aides, and administrators in schools which have migrant students. The Institute concentrates on instructional techniques and attitude development and personal motivation.*

The Local Cooperative Teacher Education Center is a cooperative effort of Texas A & I University, the local school districts, and the local professional organizations. Its purpose is to develop and implement a personnel development program (pre-service/in-service education for parents, aides, teachers, etc.) based on a concept of cooperative planning, competency/performance objectives, and field-centered educational processes. The Bilingual Program is an undergraduate program which is structured to develop understandings, skills, and methods pertinent to developing or participating in a public school bilingual program.

Texas Teacher Center Project
Dallas Teacher Education Center–Dallas
West Texas State University Teacher Center–Canyon

The ***Texas Teacher Center Project*** is a partnership of Texas teacher education institutions. The Project's goal is to "rebuild" education in the state by (1) making performance in the public school classroom the point of focus for all teacher education, and (2) changing the setting of teacher education to the educational ***cooperative,*** the Teacher Center. One of these centers is the Dallas Teacher Education Center which attempts to provide: (a) development, demonstration, and dissemination of promising practices and strategies, particularly in inner-city and multi-cultural education, (b) laboratories for pre-service teacher education, and (c) staff development. The Teacher Centers, located in the public schools, are a ***competency-based*** program which individualizes instruction for teacher trainees who will later individualize instruction for children. Some of the institutions which have Teacher Centers and/or portal schools in Dallas: North Texas State University, Dallas Baptist College, and Texas Women's University.

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Weber State College–Ogden

The faculty of the School of Education at Weber State College designed and instituted an individualized performance-based teacher education program. All instruction is modularized in specific program units called WILKITS (Weber Individualized Learning Kits) and the program has a strong component of field-centered services in public schools, Job Corps or other related settings. An important spin-off of this program was the establishment of a ***Teacher Corps*** project which was built on the model of the original program. Some interns receive basic training in the Intermountain Indian School.

VIRGINIA

Norfolk State College–Norfolk

The "Cooperative Innovative Teacher Training Program" is a cooperative of Norfolk State College and the New Canaan school system (Connecticut). The specific objectives of the program are: (1) "to study the influence of an affluent life style and living on the social adjustment of prospective teachers from culturally-disadvantaged backgrounds; (2) to acquaint prospective teachers with problems of teaching and learning at different cultural levels; and (3) to provide the teacher training institution with data relative to specific needs of prospective teachers who wish to live and work in an affluent society."

WASHINGTON

Basic Coordinated Studies Program/Evergreen State College–Olympia

***Learning about Learning** is a year-long basic program for any student at Evergreen State College. The program explores the nature of learning processes from a scope much broader than classroom settings, and is a mixture of academic and real-life experiences. The program is divided into three phases. During Phase One, assumptions about and approaches to learning are explored through seminars, reading, lectures, movies, and workshops. Students attempt to apply the techniques of various learning theories while they are in the process of studying the theories. Role-playing and observation in schools of faculty and board of directors' meetings are used to help prospective teachers understand better how to implement innovative approaches in public schools. Students also draw up contracts and develop observation-work plans for their internships during Phase Two. This ten-week period is a combination of an internship (correctional institution, school, drop-in center, therapist, etc.) with an ongoing review of the learning observed and experienced within that situation. Phase Three, the last eight weeks of the year, involves sharing and evaluation of learning strategies used by the student.*

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WEST VIRGINIA

Morris Harvey College–Charleston

Morris Harvey College attempts to instill in prospective teachers a belief that they as teachers are obligated to extend their services to the community. Students are engaged in varied school and community activities during a period of two to three years. The college attempts to place them in situations that are similar to situations in which they hope to teach.

West Virginia State College–Institute

Teacher education programs at West Virginia State College are extensively field-based. Programs include: (1) an inner-city teacher education center in Pittsburg; (2) ***student teaching*** slots in Brooklyn, Canada, Latin America, and on an Indian reservation; (3) quasi-contracts with the surrounding public school district for field experience programs.

WISCONSIN

Wisconsin Improvement Program/Madison

The Wisconsin Improvement Program is a ***consortium*** of 16 colleges and universities and the State Department of Public Instruction. The consortium and school systems in Wisconsin, Minnesota, Illinois, and Iowa jointly sponsor a teaching ***internship***–a full semester of paid clinical experience in a local school. The internship provides the student: (1) a realistic professional assignment, (2) an opportunity to relate theory to practice, and (3) the pre-service opportunity of being a member of a professional instructional team.

Dominican College–Racine

Dominican College's undergraduate teacher education program is community-based. Some projects are run jointly by the college and by the Racine Unified System (the public school system). Racine Unified System leases a building on campus as a Prescriptive Instructional Services Center. The System enlists the cooperation of faculty and students.

University of Wisconsin–Green Bay

As a part of restructuring teacher education, the University of Wisconsin–Green Bay requires faculty and students to be involved in significant community projects. Also, the university views teacher preparation as a responsibility of all the ***interdisciplinary program*** units within the university. Because Wisconsin State certificates teachers on terms of competencies, a considerable amount of freedom is possible in the development of programs which meet the state code. Certification programs at Green Bay allow each student to develop a ***contract*** for certification which is uniquely tailored to her (his) individual needs and plans.

University of Wisconsin–Milwaukee

The University of Wisconsin-Milwaukee offers a B.S. degree in ***Community Education***. The Community Education Program develops explicit skills at the undergraduate level for community leaders who are already active in educational programs in their community, and who have a comprehensive, integrated view of the educational resources in the community. Each student pursues an ***individualized program*** through which he both achieves general program objectives and continues to work on real educational problems in his community. The program provides: (1) for community educators to acquire the skills necessary to develop new models for urban education in their communities, and (2) for community educators to acquire the skills necessary to function as trainers and supervisors of community people engaged in operating educational programs.

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WYOMING

University of Wyoming–Laramie

The University of Wyoming has established a ***portal school system*** through its Science/Mathematics Teaching Center. The university does pre-service and in-service work and research through the center, which is a joint effort of the Colleges of Arts & Sciences and Education.

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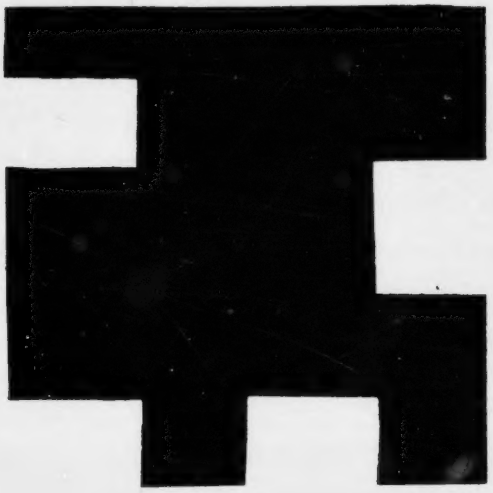
FOR MORE INFORMATION:



ALABAMA

Dean Neal Berte
New College
University of Alabama
P. O. Box 6211
University, Alabama 35486

University of South Alabama
College of Education
Mobile, Alabama 36688

ALASKA

Sheldon Jackson College
P. O. Box 479
Sitka, Alaska 99835

ARIZONA

Arizona State University
College of Education
Office of the Dean
Tempe, Arizona 85281

Navajo Community College
Many Farms Rural Post Office
Chinle, Arizona 86503

CALIFORNIA

Universidad de Aztlan
Alberto Nieto
410 N. Yosemite
Fresno, California 93701

Los Angeles City College
855 North Vermont Avenue
Los Angeles, California 90029

Callison College
University of the Pacific
Stockton, California 95204

University of California-Davis
Department of Education
Chairman
Davis, California 95616

California State University-Chico
School of Education
Dean Arley L. Howsden
Chico, California 95926

University of the Pacific
School of Education
Dean J. Marc Jantzen
Stockton, California 95204

California State University-Los Angeles
5151 State University Drive
Los Angeles, California 90032

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Committee of Studies
Department of Education
College Seven
Santa Cruz, California 95060

Azusa Pacific College
Department of Education
Dr. Lawrence Birch, Chairman
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Azusa, California 91702

University of California-San Diego
The Third College
P. O. Box 109
La Jolla, California 92037

Johnston College
University of Redlands
Redlands, California 92373

California State University-Hayward
School of Education
Hayward, California 94542

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5885 Haven Avenue
P. O. Box 3127
Alta Loma, California 91701

Pacific College
Director of Teacher Education
1717 S. Chestnut Avenue
Fresno, California 93702

[redacted]

COLORADO

Southern Colorado State College
Teacher Corps
Education Division
Belmont Campus
Rm. 507 - Library Building
Pueblo, Colorado 81001

University of Northern Colorado
College of Education
Department of Educational
Administration
Greeley, Colorado 80631

Loretto Heights College
Director of Teacher Education
3001 South Federal Blvd.
Denver, Colorado 80236

University of Northern Colorado
College of Education
School of Special Education
and Rehabilitation
Greeley, Colorado 80631

CONNECTICUT

Eastern Connecticut State College
Division of Education
Willimantic, Connecticut 06226

University of Hartford
School of Education
Office of the Dean
200 Bloomfield Avenue
West Hartford, Connecticut 06117

FLORIDA

University of South Florida-Tampa
College of Education
Office of the Dean
Tampa, Florida 33620

Florida Technological University
College of Education
Orlando, Florida 32816

HAWAII

University of Hawaii
Office of the Dean
College of Education
Wist Hall Annex 2
Room 128
1776 University Avenue
Honolulu, Hawaii 96822

IDAHO

Boise State College
1907 Campus Drive
Boise, Idaho 83707

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Elmhurst College
Department of Education
Elmhurst, Illinois 60126

Rebecca Crown Center
Professor B. Claude Mathis
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Professions
Evanston, Illinois 60201

University of Chicago
Chairman William D. Pattison
Undergraduate Studies in Geography
Department of Geography
1101 East 58th Street
Chicago, Illinois 60637

[redacted]

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President
Chicago, Illinois 60625

Central YMCA Community College
of the YMCA of Metropolitan Chicago
211 West Wacker Drive
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Illinois State University
Dean Henry Hermanowicz
College of Education
Normal, Illinois 61761

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Terre Haute, Indiana 47809

Indiana University
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Bloomington, Indiana 47401

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Cedar Falls, Iowa 50613

KANSAS

Kansas State University
College of Education
Holton Hall
Manhattan, Kansas 66502

Kansas State Teachers College
School of Education and
Psychology
1200 Commercial Street
Emporia, Kansas 66801

University of Iowa
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Iowa City, Iowa 52240

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College of Education
Dean Leonard Chaffee
Wichita, Kansas 67208

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School of Education
Pittsburg, Kansas 66762

KENTUCKY

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Center
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Brown Education Center
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Department of Education and
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Dr. J. Robert Cockrum
Director of Teacher Education
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Lexington, Kentucky 40506

MAINE

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Portland/Gorham
Mrs. Melissa Costello
Bailey Hall
Gorham, Maine 04038

Colby College
Office of Education
Harold Jacobson
Waterville, Maine 04901

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MARYLAND

University of Maryland
Baltimore County
Educational Personnel Development Center
Division of Education
5401 Wilkens Avenue
Baltimore, Maryland 21338

MASSACHUSETTS

Institute for Learning and Teaching
Office of the Director
University of Massachusetts at Boston
100 Arlington Street
Boston, Massachusetts 02116

MICHIGAN

Oakland University
Early Childhood Project
School of Education
Rochester, Michigan 48063

Hope College
Department of Education
Holland, Michigan 49423

MINNESOTA

St. Mary's College
Division of Human Development
Department of Education
Winona, Minnesota 55987

University of Minnesota-Duluth
Henry Johnson
Department of Elementary Education
221 Education Building
Duluth, Minnesota 55812

University of Minnesota-Morris
Office of the Chairman
Division of Education
Morris, Minnesota 56267

Moorehead State College
Office of Professional Studies
Dean Glaydon Robbins
Moorhead, Minnesota 56560

MISSISSIPPI

Mississippi State University
John P. Wollenburg
College of Education
State College, MI 39762

MISSOURI

Westminster College
Gale Fuller, Associate Dean
Fulton, Missouri 65251

MONTANA

Carroll College
Department of Education
Helena, Montana 59601

Eastern Montana College
Teacher Corps
Dr. Lowell A. Dunlop, Director
Billings, Montana 59101

NEBRASKA

Pre-Step
Teacher's College
University of Nebraska
Lincoln, Nebraska 68508

NEW JERSEY

Glassboro State College
Teacher Corps Program
Glassboro, New Jersey 08028

NEW MEXICO

New Mexico Highlands University
Dr. Atilano Valencia, Chairman
Education Department
Las Vegas, New Mexico 87701

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NEW YORK

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695 Park Avenue
New York, New York 10021

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Department of Secondary Education
Greenvale, New York 11548

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Fredonia, New York 14063

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Canton, Ohio 44709

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Chairman, Department of Education
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Ohio State University
College of Education
Columbus, Ohio 43210

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Eugene, Oregon 97403

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Pittsburgh, Pennsylvania 15219

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School of Education
Philadelphia, Pennsylvania 19104

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School of Education
Vermillion, South Dakota 57069

Dakota State College
Dean Dale Hanke
Madison, South Dakota 57042

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P. O. Box 21206
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Texas Teacher Center Project
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College of Education
Canyon, Texas 79015

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Ogden, Utah 84403

VIRGINIA

Cooperative Innovative Teacher Training Program
Norfolk State College
Norfolk, VI 23504

WASHINGTON

Evergreen State College
Charles B. Teske
Olympia, Washington 98505

WEST VIRGINIA

Morris Harvey College
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West Virginia State College
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WISCONSIN

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Madison, WI 53706

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Vice President Academic Affairs
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Racine, Wisconsin 53402

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George T. O'Hearn
Executive Assistant to the Dean
Green Bay, Wisconsin 54302

University of Wisconsin-Milwaukee
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Community Education
School of Education
Enderis Hall, Rm. 557
Milwaukee, Wisconsin 53201

WYOMING

University of Wyoming
Science/Mathematics Teaching
Center
Laramie, Wyoming 82071

WASHINGTON, D.C.

Peace Corps
Action
Washington, D.C. 20525

Vista
Action
Washington, D.C. 20525

University-Year-For-Action
Action
Washington, D.C. 20525

Teacher Corps
William L. Smith, Director
DHEW
Office of Education
Washington, D.C, 20202

Educational Resources Information Center (ERIC) . . . network of 18 government-sponsored clearinghouses, each of which is responsible for monitoring, acquiring, evaluating, abstracting, and indexing information in a particular educational area . . . ERIC provides the people open access to its research reports, publications, bibliographies, etc. . . .

Educational Resources Information
Center
c/o ERIC Clearinghouse on
Higher Education
1 Dupont Circle, Suite 630
Washington, D.C. 20036

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TERMS

ASSOCIATE IN ARTS DEGREE–degree awarded by a two-year college *(JUNIOR COLLEGE, CITY COLLEGE, COMMUNITY COLLEGE)* upon completion of the equivalent of the freshman and sophomore study in arts and sciences colleges. Many students transfer from two-year colleges to four-year colleges or universities to complete a baccalaureate degree.

CLUSTER COLLEGE – *(RESIDENTIAL–EXPERIMENTAL COURSES, BLOCK PROGRAMS, LIVING/LEARNING, RESIDENTIAL COLLEGE, INNER COLLEGE)* at University of California-Santa Cruz: . . . the basic unit of planning and of student and faculty identification," a "mini-campus," which includes classrooms, lounges, dining hall, faculty offices, small library, student housing, etc." . . . a vital academic community that remains small while the campus grows large."

COMMUNITY COLLEGE–*(TWO-YEAR COLLEGE, JUNIOR COLLEGE, CITY COLLEGE)* institution of higher learning offering students a choice of liberal arts and career programs. At Queensborough Community College-New York City: "Graduates of the liberal arts and business administration programs may transfer, with full credit, to senior colleges to complete requirements for the baccalaureate degree. Graduates of the career programs are fully trained for employment in numerous areas of business, the professions, and the medical arts." (See ***ASSOCIATE IN ARTS DEGREE.***)

COMMUNITY EDUCATION–programs offer credit for prior life experiences, prepare students for work addressing unmet community needs, provide for development of new skills through practical work in the community; bring teacher preparation institutions into direct contact with community agencies (Head Start, High School Equivalency Program, Adult Basic Education, ***VISTA***, etc.) which are vitally concerned with the education of children and adults within the urban communities.

COMMUNITY-BASED TEACHER EDUCATION–similar to **COMMUNITY EDUCATION**, with the exception that student participants in programs do not necessarily come from the communities

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to which they are assigned; California State University-Los Angeles offers: work/study courses which take students into the community to work and study, urban-oriented courses, on-site programs in the field of education, off-campus courses which serve local school districts.

COMPETENCY-BASED TEACHER EDUCATION–*(PERFORMANCE-BASED TEACHER EDUCATION)* at Wayne State University: "A competency is knowledge, skills, and judgement which the student will demonstrate at a pre-determined proficiency level before initial and/or continuing certification."

CONSCIENCIZATION–technique used to train (oppressed) peoples to identify with their own problems. Example: Paolo Freire shows Latin American peasants photographs of themselves being beaten by military police; the peasants, who do not even recognize themselves as being in the apparently not unusual situation, have to be taught to identify with their own problems.

CONSORTIUM–a partnership *(Webster's New World Dictionary)*: the Union for Experimenting Colleges and Universities: "A *CONSORTIUM* of 18 institutions that have joined together to foster research and experimentation in higher education."

CONTRACT LEARNING–at the Evergreen State College: Contract for Learning: "an agreement to carry out a project" which implies direct mutual responsibility between the student and the experienced person whom she (he) has asked to help her (him). Provides opportunities for the undertaking of specialized and lengthy projects. Enables student to combine on-campus activity with practical experience off-campus.

COOPERATIVE–relating to or comprising a program of combined usual liberal arts and technical studies at different schools; an enterprise or organization owned by and operated for the benefit of those using its services. *(Webster's Seventh Collegiate Dictionary)* (See ***Louisville Urban Education Center-Kentucky; Wichita State University-Kansas.)***

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CULTURE-BASED TEACHER EDUCATION–programs which place prospective teachers in an environment which is culturally different from the middle-class system, and from which students can thus learn about the living conditions and cultures of minority students.

INDIVIDUALIZED STUDY–programs which provide for a student to select her (his) own program of study.

INTERDISCIPLINARY STUDY–programs designed to provide for an understanding of the fundamentals of each of the areas studied and to provide for an understanding of the relationships and interdependencies between these and other bodies of knowledge.

INTERINSTITUTIONAL COOPERATION–provides for operation of programs which mutually benefit institutions with diverse missions. (See ***Southern Colorado State College TEACHER CORPS; Dominican College-Wisconsin; Ohio State University.***)

LEARNING CENTER–*(TEACHER EDUCATION CENTER)* variety of meanings: can be on-campus research project, or on-site resource center for field-based teacher trainees; can provide service function for faculty, in-service teachers, students, community agencies, children, adults; can be a library, tutoring service, media laboratory.

LIVING/LEARNING–concept that a student's living and academic experiences should be unified; provides for students to have both the best attributes of a small college and the multipli-

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city of opportunities of the large and diverse university. (See *CLUSTER COLLEGE.*)

METHODS COURSES—method: a systematic plan followed in presenting material for instruction. *(Webster's Seventh New Collegiate Dictionary);* courses place emphasis on development of skills required in organizing knowledge and learning activities so as to achieve instructional objectives.

MICRO-TEACHING—at Ohio State University: a procedure by which a prospective teacher works with a small group of students in a real teaching-learning situation for a relatively short period of time.

MODULARIZED STUDY—study based on system of specific program units—modules—which are individualized through scheduling which fits individual needs and interests; in teacher preparation programs, modules contain related segments of content, methods, and problems and may or may not include off-campus experience.

OPEN CLASSROOM—function in as many different ways as there are teachers: learning occurs from building-on-an-experience; learning depends on student's self-motivation; learning occurs when student pursues own personal interests; learning is impeded by desks, walls, bells, grading systems, sitting still; children can and do learn from each other; children learn best when they are allowed to work and/or play as "the spirit moves them;" children should be allowed to be children first; ". . . from the . . . experiences of childhood the ability to read a book or solve a problem will organically develop."

PARA-PROFESSIONAL—in teacher education, a person who is trained to work in his field of study in a capacity paralleling that of the professional in the same field; examples of position titles of paraprofessionals in education fields: teacher assistant, teacher aide, counselor aide.

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PEACE CORPS–international volunteer service program which emphasizes long-term work for, residence in, and contribution towards the culture being visited.

PORTAL SCHOOLS (SYSTEM)–". . .[a] bringing together [of] two major institutions with the support of teacher associations, the state department of education and local communities to benefit everyone; . . ." public schools which service teacher education institutions by providing centers for student field experience, and which benefit from the development of better methods of teaching and in-service training offered by teacher education institutions.

PRACTICUM EXPERIENCE–*(FIELD EXPERIENCE)* experiences designed for attaining competency in teaching; teaching-learning; basis for field-based teacher education programs.

SELF-DIRECTED STUDY–*(INDEPENDENT STUDY)* study of a subject of special interest to an individual student (or group of cooperating individuals) who works under the personal direction of an instructor. (See *CONTRACT LEARNING.*)

SERVICE-ORIENTED TEACHER EDUCATION–varies from departmental encouragement of student and faculty involvement as volunteers in community agencies to institutionalization of projects which provide for students to work, live, and learn in a community service function. (See *COMMUNITY EDUCATION, PORTAL SCHOOLS, UNIVERSITY YEAR FOR ACTION, Institute for Learning and Teaching-Massachusetts.*)

STUDENT INTERN(SHIP)–in teacher education: enables new teachers to have the type of initial teaching experience which maximizes the possibility of his reaching his potential as a teacher; new teachers receive appointments–usually salaried according to the pay scale for in-service teachers–in co-operating schools where they may work on teams of other interns, master teachers, and teacher trainers.

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STUDENT TEACHING *(PROFESSIONAL SEMESTER, PRACTICE TEACHING)*–an experience where the future teacher is to make the practical application of what he has learned.

TEACHER AIDE–a paraprofessional who has responsibilities similar to those of a master teacher; a paraprofessional, or teacher-trainee who is assigned to assist a master teacher in the classroom; a volunteer who assists a master teacher in the classroom.

TEACHER CORPS–at Southern Colorado State College: an attempt to prepare teachers better, and to make a major contribution to the well-being of school children, to the in-service education of teachers, and to the betterment of neighborhoods and communities. Features: community, competency, field, and culture-based intern training and a portal-school system. Teacher Corps projects are federally funded.

TEAM TEACHING–system in which two or more teachers cooperatively plan, carry out, and evaluate an instructional program for a group of pupils; in teacher education programs, a "team" may be comprised of one or two experienced teachers, and two or three teacher trainees.

THERAPEUTIC COMMUNITY–an educational community which is internally supportive of all its members; members encourage emotional as well as intellectual growth and development in each other (see *CLUSTER COLLEGE, LIVING/LEARNING, OPEN CLASSROOM*).

UNIVERSITY WITHOUT WALLS–an alternative plan for undergraduate work which can lead to a college degree; abandons tradition of a sharply circumscribed campus and provides education for students wherever they may be; abandons tradition of a fixed age group (18-22); abandons the traditional classroom as the principal instrument of instruction; enlarges the faculty to include knowledgeable people from outside the academic world and makes use of various new techniques for storage, retrieval, and

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communication of knowledge; places strong emphasis on student self-direction in learning.

UNIVERSITY YEAR FOR ACTION—program begun in 1973 by the federal government at eleven colleges and universities; university students live and work in communities for twelve months. The program's objectives are: (1) to alleviate poverty through the application of a university's resources to the problem of poor people in the communities which surround it, and (2) to assist universities in providing their students with experience-based curriculum.

VISTA—*Volunteers in Service to America;* a volunteer service program which functions to provide aid to America's poor in improving their lives.

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SELF-INSTITUTIONS

The editor defines "self institution" as an educational environment which is established and operated by and for the people(s), persons, and community/communities it serves.

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Black Institutions

Nairobi College . . . *opened in 1969 . . . objective is to develop black leadership in and for a black community . . . intent is to provide two years of academic training and a lifetime of psychological re-education for black citizens in East Palo Alto:* Nairobi College, Director, 1627 Bay Road, E. Palo Alto, CA 94303.

Malcolm X College . . . *originally "Crane College," became new in name and purpose in 1969 . . . a true community college which acts as educational catalyst for the community . . . one of main aims is to resurrect some of the self-esteem that has been knocked out of the student as a result of long years of negative experiences in the educational system . . .* ***see States Directory, Illinois.***

For further information on black institutions, contact:

Imani Publications
New York University
Washington Square
New York, NY 10003

CIBI (Council on Independent Black Institutions)
10 Claver Place
Brooklyn, NY 11238

AFRAM Associates, Inc.
68-72 East 131st St.
Harlem, NY 10037

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Chicano Institutions

Colegio Jacinto Treviño . . . *political, activist institution . . . approximately 60 students . . . as of this writing, not yet accredited . . . affiliated with Antioch, University Without Walls:* Colegio Jacinto Treviño, Director, Mercedes, TX 78570.

La Academia de la Nueva Raza . . . *a documentation center . . . no students, but asociados who document the oral history, folklore, stories, etc. of the Chicanos in villages around Dixon, New Mexico . . . work based on belief that history of Chicanos is basis for their action today:* La Academia de la Nueva Raza, Director, Dixon, NM 87527.

La Universidad de Aztlán . . . *see States Directory, California.*

Deganawidah-Quetzalcoatl (D-QU) . . . *roots date back to 1915 . . . converted army communications site . . . university serving Native American and Chicano peoples . . . two graduate schools . . . undergraduate school . . . health sciences school:* D-Q University, P.O. Box 409, Davis, CA 95616.

Colegio de la Mision . . . *extension of San Francisco City College . . . community college offering night classes:* Colegio de la Mision, 110 Bartlett Street, San Francisco, CA 94105.

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The Chicano-Indian Study Center of Oregon (CISCO) . . . *attempting to build a total educational community which would include housing and health and child care for students and their families, vocational training, curriculum based on Indians' and Chicanos' needs:* CISCO, P.O. Box 92, Monmouth, OR 97361

La Universidad Urbana of Houston . . . *programs designed to be bicultural, bilingual . . . involve the whole community:* La Universidad Urbana, 5504 Cochran, Houston, TX 77009.

Venceremos College . . . *conducts classes in churches, schools, faculty homes, recreation centers, throughout the community . . . main requirement is that student serve the community:* Venceremos College, Redwood City, CA 94063.

Colegio Tlatelolco . . . *college-level branch of Tlatelolco Field Study Center . . . appendage of Goddard College in Plainsfield, Vermont (member of Union for Experimenting Colleges and Universities) . . . combines first year of college with last year of high school . . . first two years of study are in formal courses, however, students may begin classroom observation practicum at any time . . . students work as teaching assistants in Escuela Tlatelolco –kindergarten through high school level of Tlatelolco Field Study Center:* Colegio Tlatelolco, Tlatelolco Field Study Center, Denver, CO 80203.

For further information on Chicano institutions, contact:

Rural Education and Small Schools Clearinghouse
Dr. E. D. Edington
ERIC Clearinghouse Director
New Mexico State University
Las Cruces, NM 88001

La Causa
Armando Valdez
1560 34th Avenue
Oakland, CA 94601

Southwest Education Reform Community
3505 Main Street
Houston, TX 77002

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The Chicano-Indian Study Center of Oregon (CISCO) . . . *see Chicano Institutions.*

Colegio Tlatelolco . . . *see Chicano Institutions.*

Navajo Community College. . . *see States Directory, Arizona.*

Sheldon Jackson College . . . *see States Directory, Alaska.*

Sinte Gleska College . . . *founded in February, 1971 . . . tribally chartered higher education institution located on the Rosebud Sioux Indian Reservation in South Central South Dakota . . . Sinte Gleska provides accredited college-level courses, tutoring in Basic Adult Education:* Registrar, Sherry Red Owl, Sinte Gleska Community College Center, Rosebud, SD 57570 . . . *"parent" institution:* Black Hills State College, Center of Indian Studies, Spearfish, SD 57783.

Lakota Higher Education Center . . . *offers Associate of Arts Degree in Lakota Studies:* Gerald One Feather, Chairman, Board of Directors, Lakota Higher Education Center, Pine Ridge Indian Reservation, Pine Ridge, SD 57770 . . . *"parent" institution:* Black Hills State College.

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Standing Rock Community College... *"parent" institution, Bismarck Junior College . . . offers A.A. degree American Indian Studies (Lakota) from Bismarck Junior College:* Staff, Standing Rock Community College, P.O. 267, Fort Yates, ND 58538.

Deganawidah-Quetzalcoatl (D-QU) . . . *offers undergraduate major in Native American Studies . . . see Chicano Institutions.*

Haskell Junior College . . . *offers Associate of Art and Associate of Applied Science degrees . . . comprehensive program . . . students participate in the design of their particular curriculum:* Phil Homeratha, Acting Chairman, Haskell Junior College, Lawrence, KA 66044.

For further information on Indian institutions, contact:

Yvonne Choate, Executive Secretary
American Indian Higher Education Consortium
(AIHEC)
1657 Pennsylvania St.
Denver, CO 80203

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Free Schools, Open Space Classrooms, Alternative Public Schools, etc. Resource Directory

Resources to Women's Studies (Female Studies, Gender Studies, Sex Role Studies, and Studies in Masculinity and Femininity)

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Generations of Americans have advocated the funding of educational reforms on the assumption that money would remedy the acknowledged inadequacies in our schools. These reforms have largely been a product of the conventional educational community (schools, colleges of education, government agencies), resulting in new "methods," better buildings and equipment, "higher" standards for teachers and salary increases. Recent waves of discontent with American schools reflect a definite disillusionment with that assumption. Today's critics aren't interested in modification, reform, improvement or any other terms suggesting a "remaking" of an existing system. *They believe that the schools as presently constituted are inhumane and destructive of mind and spirit. They feel that the methods are authoritarian, the curriculum irrelevant. They see the schools training young people for conformity, destroying curiosity and spontaneity, stifling creativity and original thinking.*[1]

What happens when people step out of public school life to create a different environment for learning? Curiosity prompted the Study Commission on Undergraduate Education and the Education of Teachers to correspond with a number of free schools around the country. The response to the more than one thousand letters we wrote was excellent—including many personal, hand-written stories cataloguing the whole gamut of human experience. While a substantial number of the schools rooted out of a somewhat homogeneous ideology (A.S. Neill, Jonathan Kozol, John Holt and others) and expressed many of the same unbounded aspirations, there was great variety in styles of operation. Letters described community schools, farm schools, neighborhood schools, storefront set-ups, drop-in centers, street academies, Summerhill schools and Third World schools.

The unique nature of each school situation made it virtually impossible to draw many conclusions from our responses; however, a few things are evident:

ON FREE SCHOOLS

1. Great numbers of people dropping out of public school life

2. Loss of human resources resulting in a siphoning off of energy, ingenuity, and imagination from public schools into the alternative school movement

3. Continuing inability of the public schools to either attract or accommodate the masses of disillusioned students, parents and teachers

4. Tremendous proliferation of new alternative schools[2]

5. Significant patterns of failure among the new schools

Allen Graubard and Tim Affleck give several reasons for the high mortality rate among free schools. One is that the demands on the staff are often so high as to be exhausting; another is the ideological and practical disagreements among staff and/or parents; most of the schools have financial problems; and finally there are often disappointments of expectations.[3] Correspondence received by the Study Commission corroborated this analysis and revealed a few more reasons, such as difficulties in the accreditation of the schools and in the credentialling of the staff, and the lack of support from local institutions of higher educa-

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tion and the local education community.

Some excerpts from our letters pinpoint these difficulties.

From New York:

"We do not intend to apply for accreditation, since the requirements to conform to the state-mandated curriculum and to have a certain number of certified teachers do not coincide with our educational goals!"

"We are provisionally chartered by the New York State Regents and will be up for permanent chartering in 1975. We are not accredited by New York State and shall never apply for accreditation since we find the New York State requirements too narrow and educationally restrictive."

From Michigan:

"A long involved story . . . the fire inspector being the main problem."

From Illinois:

"We are operating an authorized program under the aegis of . . . a public school. . . . Credentialling procedures as they now exist offer little in the way of criteria for selecting outpost teachers."

From California:

". . . we have found the longer in the academic environment, the less able to relate to a child . . . (we) seek people without credentials."

From Ohio:

"State accreditation extremely difficult to get–especially because we value and use teacher assistants' special talents–and because we use integrated curriculum, staff, and student body–we therefore do not stick to prescribed number of minutes per subject, per child each week."

One idea commonly expressed is a sense of estrangement from the local community. A school in Hawaii wrote:

"We feel quite isolated out here. Our school is more and more accepted but it is still pretty 'freaky' to many. This is our second year. If we survive one more we'll get a permanent license."

What follows are some addresses taken from our files. Other Study Commission books which relate to the alternative school movement have been compiled by the Student Committee and are available for one dollar: *Mini-Manual for a Free University* by Larry Magid and Nesta King and *Education By, For and About African Americans* by Deborah Daniels.

Betty Levitov,
Editorial Assistant
Study Commission on Undergraduate Education and the Education of Teachers

FOOTNOTES

[1]Tim Affleck and Allen Graubard, "Free the Children! (and All Other Political Prisoners) –The New Schools Movement in America," *The New School of Education Journal*, Vol. 2, No. 3, Summer, 1971, p. 1.

[2]According to the Carnegie Commission's report, *An Inventory of Academic Innovation and Reform*, over the past four years 35 new and innovative institutions have been opened, 30 cluster colleges have been established, 60 institutions have agreed to participate in external degree programs, and some 300 "free" universities have been started. The most recent *New Schools Exchange Directory* lists 858 "free" schools.

[3]Tim Affleck and Allen Graubard, "Free the Children!", pp. 8-9.

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Free Schools, Open Space Classrooms, Alternative Public Schools, etc. Resource Directory

Oregon New Schools Catalogue: *"a collection of experiences in and around 'alternative schools' in Oregon."* Oregon New Schools Catalogue–2127 N.E. 10th–Portland, OR 97212.

Alternatives for Education: *"Since 1971 a monthly newsletter about alternative humanistic schools [in California]." Articles are written by and/or about personal experiences, struggles, and discoveries of persons involved in alternative education environments. Sample copies of the newsletter are available for $1 apiece.* Steve or Thea Clark–Alternatives for Education–P.O. Box 1028–San Pedro, CA 90733.

Gateway Day School: *"Our children develop self-respect and awareness, maintain their curiosity and desire to learn without adult-imposed limitations of age, size, or sex."* Gateway Day School–P.O. Box 193–Topanga, CA 90290.

Detroit Children's School/Child-Care Center: *A working-class free school in inner-city Detroit.* Detroit Children's School–1419 West Warren–Detroit, MI 48208.

Center for Alternative Education (CAE): *"The Center for Alternative Education is a therapeutic, co-educational, day school program designed for those students between the ages of 15 and 21 whose personal and educational needs have not been met in their previous school settings, and who therefore have adopted an attitude which precludes success."* The Center for Alternative Education–650 Beacon Street –Boston, MA 02215.

Mini Elementary School: *A tuition-free Model City open school, serving primarily low-income persons who need an alternative. Doubles as a "research unit to determine the efficacy of open structure education among inner-city children and to use the information gained to the benefit of the public school programs in the Model City area."* The Model City Mini Elementary School–401 East 41st Street–Minneapolis, MI 55409.

The Working Class Room: *"a non-residential learning community for young people. The home of Centers School (ages 3-13) and Grand Central High (ages 14-18). Located on West 85th Street, NYC. . . . The staff of the Working Class Room consists of community workers, teachers, and therapists, all of whom are workers in CFC: A Collective of Liberation Centers."* The Working Class Room–c/o Ingrid Pincus, Administrative Director–West 85th Street–New York, NY 10024.

Nova Schools: *"The aim of the Nova Schools is to develop a mature adult who willingly accepts his civic and social responsibilities in a democratic society, possesses a sound foundation for the attainment of occupational competence, thinks critically and creatively, communicates effectively, and regards education as a life-long process." The Nova Schools, a part of the Broward County Public Schools (Florida), is a "system of continuous education [from levels 1-12] . . . to find out how much and how fast students can learn under ideal conditions."* Nova Dissemination Department–Nova Schools–3600 S.W. College Ave.–Ft. Lauderdale, FL 33314.

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Directory of Diversified Experiences in School and Non-School Settings: *This directory of new, alternative, free, public, and private schools and other educational environments for kids in and around the Chicago area was compiled for the departments at Northeastern Illinois University which are involved in the preparation of teachers. However, it may be of use to you.* George Grimes–Director of Student Teaching–Northeastern Illinois University –Chicago, IL 60625.

Simon's Rock: *"Simon's Rock is the first four-year college based on the idea that many young people are ready, by the age of 16, to begin full college work rather than wasting the last two years of secondary school which will largely be duplicated in the first two years of college."* Simon's Rock–Great Barrington, MA 01230.

New School News: *"A service publication for the alternative school movement in the Chicago metropolitan area."* New School News–American Friends Service Committee–Chicago Regional Office–407 S. Dearborn–Chicago, IL 60605.

Changing Schools: *"an occasional newsletter on alternative public schools." Changing Schools is published by the Education Alternatives Project, Indiana University, in cooperation with the National Consortium for Options in Public Education.* Educational Alternatives Project–School of Education, Room 328–Indiana University–Bloomington, IN 47401.

The New Schools Exchange: *"NSE is a national clearinghouse for the exchange of ideas and information about alternatives in education. Our primary purpose is to continue and expand communications/ organizations among schools and individuals at all levels of alternative education." NSE publishes a bi-weekly newsletter and the only annual directory of alternative education in the U.S. and Canada.* The New Schools Exchange–P.O. Box 820–St. Paris, OH 43072.

Farragut High School: *An inner-city publicly-funded high school on Chicago's West Side. Teachers, students, parents, and elected teacher-administrators work together in determining how the school is to be run. School provides students: straight academics plus cooperative vocational program, job training, job related education, completion of high school by GED.* Farragut High School Outpost–2345 So. Christiana–Chicago, IL 60623.

Metro High School: *The school's educational program is built on two premises: (1) Students must have control over the directions of their own learning; and (2) The resources of the entire city, including its businesses, its cultural institutions, and its community organizations, must become a laboratory for learning.* Metro High School–537 South Dearborn–Chicago, IL 60605.

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resources to women's studies (female studies, gender studies, sex role studies, and studies in masculinity and femininity)

The CLEARINGHOUSE ON WOMEN'S STUDIES is an Education Project of the FEMINIST PRESS.

women's studies newsletter
clearinghouse on women's studies
the feminist press
box 334
old westbury, new york 11568

The HIGHER EDUCATION RESOURCE SERVICE (HERS) acts as a nationwide clearinghouse for faculty and administrative openings, trying to match the woman and the job.

higher education resource service (hers)
brown university
providence, rhode island 02192

WHOLE WOMAN CLEARINGHOUSE distributes on request information about women's activities in all areas.

whole woman clearinghouse
c/o susie papeman
box 1171
portsmouth, new hampshire 03801

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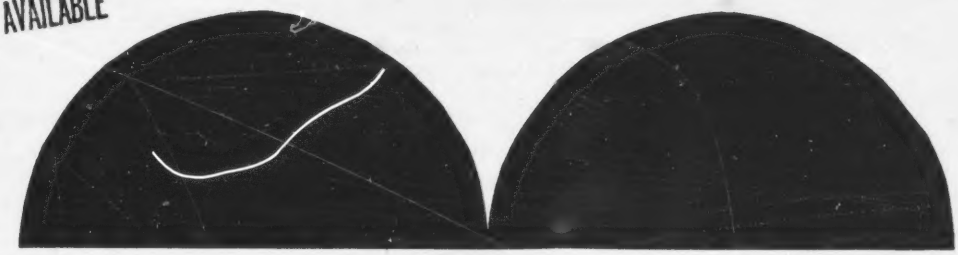


The EAGLETON CENTER FOR THE AMERICAN WOMAN AND POLITICS is a graduate program in practical politics. The Center offers one-year fellowships to women seeking political careers.

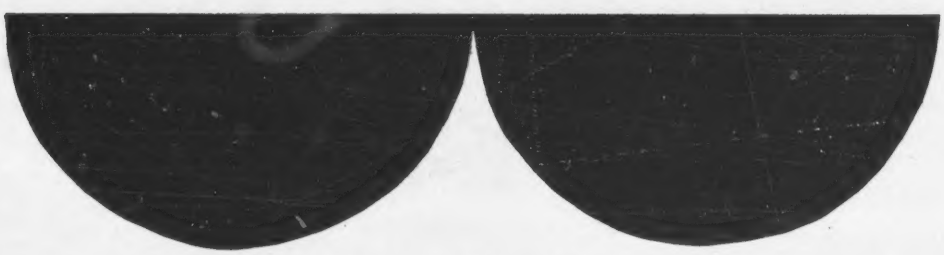
Eagleton Center for the American Woman and Politics
Ruth Mandel, Director
Educational Programs
Eagleton Institute
Rutgers University
Wood Lawn
Neilson Campus
New Brunswick, New Jersey

WOMEN'S RESEARCH AND RESOURCE CENTER is a project of the City University of New York Women's Coalition. Its function is to serve campus and community women as a clearinghouse for women's studies.

women's research and resource center
audrey silva, coordinator
queensbury community college
222-03 garland dr.
bayside, new york 11364

FEMINISTS ON CHILDREN'S MEDIA has available a study of contemporary children's books. The study includes textbook reviews, book recommendations, and a survey of children's picture books. Also available is LITTLE MISS MUFFET FIGHTS BACK, a list of over 200 books for children aged three to fifteen. The books were selected from the viewpoint of looking for a non-stereotyped portrayal of women and girls.

FEMINISTS ON CHILDREN'S MEDIA
P.O. BOX 4315
GRAND CENTRAL STATION
NEW YORK, NEW YORK 10017



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COMMUNITY EDUCATION AND

METROPOLITAN PUBLIC COLLEGES

community education

The Mott Foundation, which funded the first community education "experiment" in 1936, defines community education as "a process that concerns itself with everything that affects the well-being of all citizens within a given community. This definition extends the role of education from the traditional concept of teaching children to that of identifying the needs, problems, and wants of the community and then assisting in the development of facilities, programs, staff and leadership toward the end of improving the entire community."

–from the 1971 Annual Report of the Foundation.

HUMAN SERVICES FACULTY/STATE UNIVERSITY OF NEW YORK-COLLEGE AT BROCKPORT–established in 1971 with the goal of creating an integrated program of baccalaureate and master's degree education for various human services professions concerned with individual and societal problems; current undergraduate professional education programs offered: (1) School Health Education, (2) Community Health Education, (3) Nursing, and (4) Social Work. Many governmental, voluntary, business, and industrial organizations in surrounding counties provide field and clinical placements for students in the human services programs.

EDUCATIONAL ADMINISTRATION AND PLANNING PROGRAM/UNIVERSITY OF VERMONT–committed to integrating the functions of teaching, service and research; two centers within the program: The Center for Community Education Development and The Center for Comprehensive Planning; the role of the Centers is to facilitate the planning of development process of community planning, development, and education by providing: (1) expertise, information, and documentation for decision-making alternatives; (2) coordination, facilitation, and training for participants in the process; and (3) analysis of data collection and implications of possible decision choices.

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ACADEMIA DE LA NUEVA RAZA—see Chicano Institutions.

UNIVERSITY OF WISCONSIN-MILWAUKEE—see States Directory.

OAKLAND UNIVERSITY/MICHIGAN—see States Directory.

LOUISVILLE URBAN EDUCATION CENTER/KENTUCKY—see States Directory.

metropolitan public colleges

Community-based institutions of higher learning

A major thrust of any college which purports to be community-based must be to reach persons/people who have been ignored by traditional institutions of higher learning. ". . . [T]he nature of the [urban] college should be built 'from the ground up,' i.e., via expressed student interests, and 'from the outside in,' i.e., via clear community input. Then we can decide what should be taught, who should teach it, and how it would be taught. This is quite the opposite of traditional ways of college building where imitative models or imaginary models are employed at the start, particularly by academicians who often, calculatedly or unconsciously, put their own academic and career vested interests first." (William E. Rhodes, Metropolitan State College-Denver, in a working paper, February 22, 1972.)

COLLEGE OF PUBLIC AND COMMUNITY SERVICE (COLLEGE III)/UNIVERSITY OF MASSACHUSETTS AT BOSTON—the university, founded as a "Harvard for the poor" in 1965, has begun to shift thought to the "urban mission;" College III evolved from small programs which gave students more of a chance to train for a career in public service (see *Institute for Learning and Teaching—Massachusetts*); the college combines the liberal arts with experience that leads to careers after graduation. Programs are aimed at community service and other non-elite professions.

METROPOLITAN STATE COLLEGE—opened in 1965 as Colorado's first explicitly urban public institution; college is located in eighteen rented office buildings in a nondescript stretch between the modern business center and government office buildings.

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COMMUNITAS—opened in January, 1973; an upper level two-year college headquartered in Washington, D.C. with programs operating in the five-state region surrounding the district; serves as a resource center and network for intensive thought and action on issues confronting local communities.

URBAN CAREERS PROGRAM/PASADENA CITY COLLEGE—first urban careers curriculum activated in the spring of 1967 (urban community development assistant; three additional curricula added since: teacher assistant, social worker assistant, government assistant); 85 to 90 per cent of students are target group adults employed as nonprofessionals in antipoverty agencies; curricula are designed around four semesters of community experience for which academic credit is granted toward the A.A. degree.

TALENT CORPS/COLLEGE FOR HUMAN SERVICES—founded in 1964, a two-year, action-oriented education institution which trains men and women from poverty areas of New York City for jobs as "new professionals" in community agencies; students are adults with generally limited formal educational backgrounds, half of them lacking a high school diploma; students must meet the Federal criteria for poverty (about half are receiving public assistance); the program involves 36 weeks of 31 hours per week of work/study.

SOUTH FORTY EDUCATION CENTER—is located in the Green Haven Correctional Facility, Stormville, New York; a series of educational programs provide inmate participants a base from which they can develop self-understanding and positive self-image, motivational/imaginal education and vocational guidance, a college credit degree program, and various non-credit educational opportunities (two examples of courses: Introduction to Data Processing and Poetry as a Means of Communication).

Human Services Faculty
State University of New York
College at Brockport
Brockport, NY 14420

Educational Administration and Planning Program
University of Vermont
Burlington, VT 05401

Dean Leon Flancher
Center for Experimental Studies
Metropolitan State College
250 W. 14th Avenue
Denver, CO 80204

Director of Cooperative Education
College III
University of Massachusetts
Boston, MA 02116

Communitas
A New Learning Community
1717 Eighteenth Street, N.W.
Washington, D.C. 20009

Urban Careers Program
Pasadena City College
1570 E. Colorado Boulevard
Pasadena, CA 91106

President Audrey C. Cohen
Talent Corps/College for Human Services
201 Varick Street
New York, NY 10014

Mr. David Spencer
South Forty Education Center
Green Haven Correctional Facility
Stormville, NY 12582

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This book is for students, scholars, parents, citizens, concerned members of concerned organizations, school administrators, teachers, government officials, legislators, and anyone else who is concerned about and/or involved in school issues and citizen participation.

Citizen Participation in Education:
Annotated Bibliography

By Don Davies

"'Citizen participation in education' is not one but many topics. . . . The widespread use of the phrase . . . reflects a great upsurge of activity, discussion, and controversy in the past few years about new roles for students, parents, and citizens in school programs and school governance. . . . [This bibliography] is designed to be a helpful tool for those who are involved in or concerned about the citizen participation process and seek to study, understand, and encourage or provide leadership for it."

—from introduction

available from:

Institute for Responsive Education
70 Sachem Street
New Haven, CN 06520